





## Organization Information

Organization Name \*

Focus Academy Charter School

Telephone

9198193435

Fax

Address

716 Trout Lilly Place

Unit/Suite

Zip Code

27610

City

Raleigh

State

North Carolina

Primary Contact Name \*

Sherria Grubbs

Opening Year \*

2027

Is Management Organization Used

☐ Yes ☒ No

Primary Contact Relation To Board \*

Board Chair-Founder

Management Organization Name

Management Organization Contact Name

Primary Contact Email \*

sherriagrubbs4@gmail.com

Management Organization Phone

Primary Contact Phone \*

9198193435

Management Organization Email

PrimaryContact Address \*

716 Trout Lilly Place

Unit/Suite \*

Zip Code \*

27610

City \*

Raleigh

State \*

North Carolina

## Board Members Roster

Name	Street Address	Zip Code	Email	Expertise
Asia Prince	609Ivy Arbor Way	27540	ajprince07@gmail.com	Law



Name	Street Address	Zip Code	Email	Expertise
Dr. Sherria Grubbs	716 Trout Lilly Place	27610	sherriagrubbs4@gmail.com	Educational Leadership
Shawin DuBois	405 Hampton Lane	27596	sheperdubois@gmail.com	Education
Karon Holloway	6016 Woodchurch Court	27604	edkatrans@bellsouth.com	Governance
Tara Batemon	1441 Ujamaa Drive	27610	tarabatemon@gmail.com	Finance



## 1. Application Contact Information

### Q1.Name of Proposed Charter School

Focus Academy Charter School, Inc



Joseph Maimone

#### Comments :

It is advisable that the applicant not include Incorporated in the name. That is a more appropriate name for the governing board as a legal entity, but not for the school itself.

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

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

(919) 819-3435

### Q3.Geographic County in which charter school will reside

Wake County - Garner, NC or surrounding area

### Q4.LEA/District Name

Wake County Public Schools

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

27529, 27603, 27610

### Q6.Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO)?

#### I. Definition - Charter Support Organization (CSO)

A for profit or nonprofit, nongovernmental entity that provides:

a. assistance to developers during the application, planning, program design, and initial implementation of a charter school; or

b. technical assistance to operating charter schools, including specific and limited services such as but not limited to professional development, nonprofit board development, payroll, and curriculum development.

☒ Yes

☐ No

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





American Traditional Academies (ATA)

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

There were no fees paid to ATA for assistance with the application.

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

ATA staff provided assistance with board development, application development, budgeting, operations planning, marketing, and community relations. ATA plans to provide school development assistance through the planning year and operational support services after opening.

**Q10. Projected School Opening Month**

The projected school opening month is August 2026.


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

- ☐ Yes (Year-Round)
- ☒ No


**Q12. Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5. Please note: If applying as a "FACE VIRTUAL" remote academy, the applicant must provide separate enrollment figures for in-person and remote student cohorts (see resources).**

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

**Resources**


Enrollment Summary Tabl...

**Applicant Evidence :**


Enrollment Summary Tabl...

Uploaded on **4/21/2025** by  
**Sherria Grubbs**

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

At full capacity the estimated enrollment is 390 students and the grade spans are kindergarten - 8th grades.

**Q14. Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.**

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## Resources



Enrollment Demographics ...

## Applicant Evidence :



Enrollment Demographics ...

Uploaded on **4/21/2025** by  
**Sherria Grubbs**

### Q15. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.

With over 20,000 children between the ages of 5 and 14 residing within a 5 mile radius of the proposed location, the first year projection of 200 is modest and attainable. The school will be located in an area of projected growth, with over 4000 families expected to move within 5 miles of the school in the next 5 years.

The initial grade span of K-4th grade will create a reasonably large potential applicant pool while allowing Focus Academy to serve as a possibility to many families with children in multiple grades.

Projecting moderate growth of 40 students in each of the first two years then just 50 students per year after that, allows Focus Academy to utilize the target facility for a full five years and allows time to acquire and develop a permanent home.

### Q16. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- ☒ I certify
- ☐ I do not certify

### Q17. Explanation (optional)

Dr. Sherria Grubbs (919) 819-3435

## Section



Danielle Allen

### Ratings

Meets the  
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



Joseph Maimone

#### Ratings

Meets the  
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

#### Comments :

On the first page of the application, the City field is blank though a zip code is listed, and the opening school year is identified as **2027**. It is concerning that such a mistake would be made at the beginning of the application for an accelerated Charter School. The projected enrollment summary is realistic for serving grades K-4 and adding one per year in Wake County.



## 2. Non-Profit Corporation Information

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

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

### Q18. Organization Type

- ☒ Non-Profit Corporation
- ☐ Municipality

### Q19. Official name of the private, non-profit corporation as registered with the NC Secretary of State

- This is the entity that will hold the Charter if final approval is granted by the NC Charter Schools Review Board (CSRB).

Focus Academy Charter School. Inc

### Q20. Has the organization applied for 501(c)(3) non-profit status?

- ☐ Yes
- ☒ No



Joseph Maimone

#### Comments :

An accelerated applicant should already have applied for 501(c)(3) status.

### Q21. 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

### Q22. Attach as Appendix F Federal Documentation of Tax-Exempt Status


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#### Applicant Comments :

At this time Focus Academy does not have Tax-exempt status but is in the process of applying for tax-exempt status.



Applicant Evidence :


Appendix F - Response to ...

Uploaded on **4/23/2025** by  
**Sherria Grubbs**

Q23. **Name of Registered Agent and Address**

- **As listed with the NC Secretary of State**

Rocket Corporate Services Inc.

176 Mine Lake Court, #100, Raleigh, North Carolina 27615

Q24. **Federal Tax ID**

93-2868235

## Section



Joseph Maimone

Ratings

**Meets the  
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

An accelerated applicant should have already applied for 501(c)(3) status. It is good that they have begun the process, have a registered agent, and that they have a tax ID number.



### 3. Acceleration

Per NC Administrative Code 16 NCAC 06G .0509 (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUIKiR2jsXcsIsh28JpBkiw==&secid=x9VPtMUo9twbb6Q1kKyM7A==&PG=6&IRP=0>), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

#### Q26. Requirements

The State Board of Education may accelerate the mandatory planning year for a charter applicant that meets the following requirements:

- (1) agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and
- (2) demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Do you want your application to be considered for acceleration?

☒ Yes

☐ No

Q27. Does your board agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award?

☒ Yes

☐ No

Q28. Is the facility identified by the applicant feasible for opening on an accelerated schedule?

☒ Yes

☐ No

Q29. Demonstrate in narrative form, that the facility identified by the applicant is feasible for opening on an accelerated schedule.



The identified facility for Focus Academy has been carefully selected to support an accelerated opening schedule, ensuring that the school is fully operational by the designated start date. The facility meets all zoning, safety, and accessibility requirements, allowing for a seamless transition into a temporary home for Focus Academy. The facility currently houses a school and has a Certificate of Occupancy for Education. The building's existing infrastructure minimizes the need for extensive renovations, with classrooms, administrative offices, and common areas already in place or requiring only minor modifications.

A detailed timeline has been established to address any necessary upgrades, including technology installation, safety inspections, and classroom furnishings, all of which are scheduled for completion well before the school year begins. Contractors, vendors, and service providers have been identified to expedite these processes, and contingency plans are in place to mitigate potential delays.

Additionally, the facility's location aligns with the needs of the targeted student population, providing accessibility for families and ensuring a smooth integration with transportation and community resources. By strategically planning each phase of the facility's preparation and leveraging an efficient project management approach, Focus Academy is well-positioned to open successfully on an accelerated timeline while maintaining high-quality learning environments for students and staff.

**Q30. Attach as 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: 30 Total Files Count: 5

**Applicant Evidence :**

	
Appendix A1 - Acceleration...	Word of God Academy blu...

Uploaded on **4/18/2025** by  
**Sherria Grubbs**

Uploaded on **4/18/2025** by  
**Sherria Grubbs**



Joseph Maimone

**Comments :**

The identified location for the Initial years of school operation along with the letter of intent to lease is well thought through and should be sufficient for the needs of the school.

- Q31. The State Board shall also consider the presence or absence of evidence of the following eight (8) factors in making its determination of whether to accelerate a planning year:**
- (1) whether the mission and educational program outlined in the nonprofit board's application will provide parents and students with different educational opportunities than are currently available in the area;**
  - (2) whether local, state, or national nonprofit partnerships have committed to assisting the school;**
  - (3) whether the school will contribute to potential for economic and educational development of the region;**
  - (4) whether an organization that has experience in creating public schools is mentoring the applicant;**
  - (5) whether obstacles to educational reform efforts leave chartering as an available option;**
  - (6) whether an existing charter school board has agreed to mentor the applicant;**
  - (7) whether the nonprofit corporation has existed for more than two years; and**
  - (8) whether the proposed board has previously operated or currently operates a public charter school.**



Please confirm that you understand the above accelerated factors.

☒ Yes

☐ No

**Q32. Factor (1) Describe your school's unique mission and educational program.**

Focus Academy's unique mission is to empower students through equal opportunity, quality instruction, and the integration of the arts, inspiring lifelong learning, academic excellence, and strong character to help them positively contribute to society. At the heart of our educational program is a commitment to arts integration, allowing students to engage with core academic subjects through creative expression, critical thinking, and hands-on learning. This interdisciplinary approach enhances student engagement and comprehension, while also nurturing social-emotional development and cultural awareness. The school's instructional model is designed to be both rigorous and responsive, incorporating project-based learning, differentiated instruction, and student-centered methodologies to meet the needs of our diverse student population. Through this innovative approach, Focus Academy aims to develop well-rounded learners who are not only academically proficient but also imaginative, empathetic, and prepared to thrive in a complex and ever-changing world.

**Q33. Factor (2) Describe any local, state or national nonprofit partnerships that have committed to assisting the school.**

Focus Academy is actively cultivating partnerships with local, state, and nonprofit organizations to enhance student learning and provide additional resources to support our mission. School leaders are collaborating with arts-based organizations such as The Arts Based School in Winston-Salem and Sallie B. Howard School in Wilson, NC to integrate creative learning experiences into the curriculum, ensuring that students have access to high-quality arts education. Additionally, partnerships with community service organizations such as Community of Hope will provide mentorship programs, social-emotional learning support, and enrichment opportunities. At the state and national levels, school leaders are engaging with educational nonprofits such as A+ Schools of North Carolina and the NC Arts Council focused on teacher development, curriculum innovation, and equity in education to ensure the school's instructional strategies remain research-based and effective. These partnerships will help expand access to resources, provide professional development for educators, and create unique learning opportunities that align with the school's mission of fostering an inclusive, diverse, and innovative learning environment using arts integration.

**Q34. Factor (3) Describe how the school will contribute to the potential for economic and educational development of the region.**

Focus Academy will play a vital role in the economic and educational development of the region by fostering innovation, community collaboration, and workforce readiness. Through its arts-integrated curriculum, the school will equip students with essential 21st-century skills such as critical thinking, creativity, and effective communication, preparing them for success in an ever-changing job market. This emphasis on arts integration and skill development will help cultivate a future workforce that supports local industries and contributes to regional economic growth.

The school will also generate new employment opportunities for educators, support staff, and local service providers, thereby strengthening the local economy. Additionally, by forming partnerships with businesses, community organizations, and cultural institutions, Focus Academy will create valuable hands-on learning experiences that connect students to real-world applications. Through active family and community engagement, the school will encourage civic participation and lifelong learning, further enhancing the overall educational and economic landscape of the region.

**Q35. Factor (4) Describe whether an organization that has experience in creating public schools is mentoring the applicant.**





Focus Academy is being mentored by Mary Catherine Sauer, Executive Director of American Traditional Academies, along with experienced educators and directors, Robin Hollis from Arts Based School and Dr. Joanne Woodard from Sallie B. Howard School. These mentors bring extensive expertise in establishing and operating charter schools, providing valuable guidance on academic programming, governance, and operational best practices. Their support ensures that Focus Academy is well-prepared to implement a high-quality educational model, meet compliance requirements, and effectively serve its targeted student population. Additionally school leaders are working under the mentorship of Dr. Grova Bridges, former Director of North Carolina Charter Schools, and Amy White, Executive Director of Community of Hope. Through these mentorships, Focus Academy will benefit from proven strategies and insights that will contribute to the school's long-term success.

**Q36. Factor (5) Describe any obstacles to educational reform efforts that leave chartering as an available option.**

Traditional public school systems often face obstacles to educational reform, such as bureaucratic constraints, rigid curriculum structures, and limited flexibility in instructional methods. These challenges can hinder the ability to innovate, personalize learning, and address the diverse needs of students effectively. Additionally, disparities in funding, overcrowded classrooms, and inconsistent academic outcomes may further limit reform efforts. Charter schools, like Focus Academy, offer an alternative by providing autonomy in curriculum design, instructional approaches, and governance, allowing for more tailored educational experiences. This flexibility enables the school to implement innovative teaching methods, integrate arts into core subjects, and focus on individualized student success, making chartering a viable option for meaningful educational improvement.

**Q37. Factor (6) Describe whether an existing charter school board has agreed to mentor the applicant.**

The board of Liberty Charter Academy, a NC charter school opening in 2025, has agreed to mentor the Focus Academy board. Having just gone through the Ready to Open process, the Liberty board is in a great position to help the Focus board successfully open in 2026. Additionally, many of the Liberty board members have governing experience, enabling them to be a valuable resource for the Focus Academy board.

**Q38. Factor (7) Describe whether the nonprofit corporation has existed for more than two years.**

Focus Academy has been in existence since 2023, which means it has been in existence for more than two years. The organization has made significant progress in its initial phase, laying the foundation for the school's development, including securing mentors and establishing partnerships with experienced educators and organizations. While the nonprofit corporation is still in its early stages, it is committed to fulfilling its mission and ensuring that all preparatory work is completed to launch the school successfully.

**Q39. Factor (8) Describe whether the proposed board previously operated or currently operates a public charter school?**

The proposed board of Focus Academy does not currently operate and has not previously operated a public charter school. However, the board is guided by experienced mentors and advisors, including professionals who have extensive experience in charter school operations and education. These individuals provide valuable insights into the nuances of charter school management, ensuring that the board is well-equipped to effectively govern the school and address any challenges that may arise. The board members' commitment to educational excellence, combined with the guidance of seasoned experts, will contribute to the success of Focus Academy.



## Section



Joseph Maimone

### Ratings

**Meets the  
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

### Comments :

The identified building for the initial years of school operation along with the letter of intent to lease is well thought through and should be sufficient for the needs of the school. The Arts focused Project based learning approach and methodologies articulated throughout this section demonstrate a genuine desire to provide a holistic option for the families served. The applicant will need to expound upon the pressing need for an accelerated additional Charter School in Wake County throughout the rest of this application.



## 4. Conversion

Q40. Is this application a Conversion from a traditional public school or private school?

☐ Yes

☒ No

## Section



Joseph Maimone

### Ratings

Not  
Applicable

The Evaluator doesn't evaluate this item



## 5. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to “fast track” such a replication by foregoing the planning year normally required for newly-approved charter applicants.

***If applying for a replication, please review the following definitions and continue in this section.***

- (1) "Charter school model" or "model" mean the mission as defined in the charter application and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other key characteristics of the school, such as small class size, thematic academics, and extended day.
- (2) "Successful model" means a charter school model that meets the eligibility requirements in Rule .0513 of this Section.
- (3) "Replication" means the act of copying, recreating, or repeating, a successful charter school model. A "replication" requires the utilization of one charter school "model" to form the creation of a new charter school.
- (4) "Fast-Track Replication" is a special form of replication in which the approved applicant foregoes the planning year required of new charter school applicants.

History Note: Authority G.S. 115C-218.3;

Emergency Adoption Eff. August 20, 2019;

Eff. March 17, 2021.

**Q57. Do you want this application to be considered for standard or fast-track replication?**

- ☐ Standard
- ☐ Fast-Track
- ☒ No, this is not a replication



## Section



Joseph Maimone

### Ratings

Not  
Applicable

The Evaluator doesn't evaluate this item



## 6. Alternative

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

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

Q68. Do you want your application to be considered for an Alternative Charter School?

☐ Yes

☒ No

## Section



Joseph Maimone

Ratings

Not  
Applicable

The Evaluator doesn't evaluate this item



7. EMO/CMO

Q70.Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization?”

- ☐ Yes
- ☒ No

Section



Joseph Maimone

Ratings

Not  
Applicable

The Evaluator doesn't evaluate this item



## 8. Remote Academies

### § 115C-218.120(a). Remote charter academies.

A charter that includes a remote charter academy may do any of the following:

- (1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.
- (2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.
- (3) Provide enrolled students both remote instruction and in-person instruction. **A student who receives more than half of the student's instruction through remote instruction shall be classified as enrolled in the charter's remote charter academy.**

Q85.

Is the school you're applying to create a remote charter academy?

☐ Yes

☒ No

## Section



Joseph Maimone

Ratings

Not  
Applicable

The Evaluator doesn't evaluate this item





## 9. Mission Purposes, and Goals

### 9.1. Mission and Vision

The mission and vision statements, taken together, should:

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

**Q112. Please state the mission statement of the proposed charter school (35 words or less)**

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

Focus Academy empowers students through equal opportunity, quality instruction, and the integration of the arts, inspiring lifelong learning, academic excellence, and strong character to help them positively contribute to society.

**Q113. Please state the vision statement of the proposed school.**

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

The vision of Focus Academy Charter School is to cultivate a dynamic learning environment where students thrive academically and creatively, developing the skills, character, and confidence to become innovative leaders who positively impact their communities and the world.

When Focus Academy is achieving its mission, it will be a dynamic and inclusive educational environment where students excel academically, creatively, and socially. The school will be distinguished by its arts-integrated curriculum, which nurtures critical thinking, collaboration, and problem-solving skills. Classrooms will be engaging and interactive spaces where students actively participate in hands-on learning experiences that seamlessly connect core academic subjects with artistic exploration. Teachers will implement diverse instructional approaches tailored to meet the unique needs of all learners, ensuring that gifted students, Multilingual Learners, and those with special needs receive equitable access to a high-quality education.

Student success will be reflected in strong academic achievement, creativity, and personal growth. Performance data will demonstrate measurable progress, with students mastering core subjects while also excelling in artistic expression. Focus Academy will foster a culture of inclusivity, respect, and community, creating a safe and supportive environment where every student feels valued and inspired to learn. Parents and community members will play an active role in school initiatives, performances, and partnerships, reinforcing a collaborative and holistic approach to education.

Focus Academy will serve as a model of academic and creative excellence, preparing students with the skills, knowledge, and confidence needed for future success. The school's impact will be evident in its students' achievements, its contribution to innovative education, and its commitment to fostering a lifelong love of learning.

**Q114. Educational Need and Targeted Student Population of the Proposed Charter School Does the school plan to provide services to certain targeted subgroup(s), if so please explain? Provide a description of the**



**Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and MLL population of the district? See G.S. 115C-218.45(e) ([https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter\\_115C/GS\\_115C-218.45.pdf](https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf)).**

Focus Academy Charter School will be located in Wake County, specifically the Garner area.

According to the North Carolina Public Schools Statistical Profile for the 2023-2024 school year the demographics of Wake County Public Schools during the 2023-2024 school year was:

- White: 42.8%
- Black: 24.3%
- Hispanic: 21.9%
- Asian: 4.2%
- Indian: 1%
- Two or more races: 5.7%

For the 2024-2025 school year, Wake County Public Schools has:

- 56,227 (34.9%) students participating in the Free and Reduced-Priced Lunch Program
- 20,829 (12.9%) students with Limited English Proficiency
- 20,511 (12.7%) students in the special education program
- 25,029 (16%) students in the AIG program

Focus Academy Charter School's location should help it mirror the racial, ethnic, and socioeconomic composition of the surrounding school district. The school will actively work to ensure its enrollment reflects the demographic makeup of the Local Education Agency (LEA) by fostering a culturally rich and equitable learning environment. Focus Academy will also strive to represent the socioeconomic diversity of the district by conducting targeted outreach efforts to engage families from various income levels, including those facing economic challenges.

The proposed location will help Focus Academy attract a diverse population of students. Within a three mile radius of the selected location, the population is 80% minority and 21% Hispanic. Additionally, 40% of households within a three mile radius have a household income of under \$50,000.

To help ensure that economically disadvantaged students are able to have access to Focus Academy's unique arts-integrated program, a weighted lottery will be implemented. 30% of available spaces will be reserved for economically disadvantaged students.

Through intentional recruitment strategies, a weighted lottery, and a focus on equity and accessibility, Focus Academy will work to ensure that its student population accurately represents the LEA's demographics. By creating an environment that values diversity, inclusion, and academic excellence, the school will support the success of all students while fostering a strong sense of cultural awareness and community engagement.



Joseph Maimone

**Comments :**

There are currently no other Charter School options in Garner, so this is a good choice for location.

**Q115. 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?

The enrollment trends in the surrounding schools indicate a growing and diverse student population, with varying levels of academic performance. While some schools in the community demonstrate strong achievement, others face challenges related to achievement gaps, low proficiency rates, and disparities in access to resources. Many students from historically underserved backgrounds often require targeted academic support and enrichment opportunities to reach their full potential. Some schools in the area serve a significant number of Multilingual Learners and students with disabilities which highlights the need for inclusive and differentiated instruction.

There are 11 public schools in Garner, NC within the Wake County Public School System - 8 elementary schools, 2 middle schools, and 2 high schools. Garner, NC currently has one private school and no existing charter schools. Minority enrollment is 66% of the student population in Garner, NC.

Based on information in [publicschoolreview.com](https://publicschoolreview.com), Garner's public schools have an average math proficiency score of 37% and an average reading score of 43%. For the 2023-2024 school year, these schools, possess an average ranking of 5/10, which means that they are in the bottom 50% of North Carolina Public Schools. Based on data retrieved from the NC Schools Report Cards website two public schools in Garner, NC had a report card grade of B, four schools had a report card grade of C, five schools had a report card grade of D, .

Focus Academy Charter School's educational model is designed to address these challenges through a rigorous, arts-integrated curriculum that promotes engagement, creativity, and critical thinking. By incorporating differentiated instruction, project-based learning, and personalized academic interventions, the school will support students at all levels, to ensure students have equitable access to a high-quality education. Additionally, targeted language development programs for multilingual students, as well as a comprehensive support system for students with disabilities, will help bridge achievement gaps and provide students with the resources they need to succeed. Through a commitment to academic excellence, inclusion, and innovative teaching strategies, Focus Academy will meet the diverse needs of its student population and contribute to improved educational outcomes in the community.

## Q116. 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).

Focus Academy anticipates enrolling 200 students in K-4 in the first year of operation and will increase the student population each year until it becomes a K-8 school. Once Focus Academy becomes a K-8 school and acquires a permanent facility in year 6, it is anticipated that it will have a total student population of 685 students. The ADM percentage for the first year of Focus Academy compared to the local LEA is 0.4%. At full enrollment, Focus Academy's enrollment will reflect 0.1 % of the LEAs enrollment for K-8.

## Q117. Summarize what the proposed school will do differently than the surrounding schools serving the same population of students. What will make this school unique and more effective than the currently available public-school options?



Focus Academy Charter School will set itself apart from existing public schools by integrating the arts into all aspects of learning, creating a dynamic and engaging educational experience that fosters creativity, critical thinking, and academic success. Unlike traditional schools that often treat the arts as separate subjects or extracurricular activities, Focus Academy will embed visual arts, music, theater, and dance into core academic instruction, allowing students to grasp complex concepts through creative expression. Research has shown that arts integration enhances student engagement, improves retention, and supports diverse learning styles, making education more accessible and meaningful for all students.

Personalized learning plans, and partnerships with local artists and cultural institutions, will provide Focus Academy students with hands-on experiences that connect classroom learning to real-world applications. Creating a strong focus on social-emotional development and collaboration will help students build confidence, communication skills, and a lifelong appreciation for the arts. By fostering a learning environment that values artistic expression as a powerful tool for academic and personal growth, Focus Academy will offer a more effective and enriching alternative to traditional public-school options.

**Q118. 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**

Focus Academy has implemented a comprehensive strategy to establish community relationships. Through multiple channels, Focus Academy engaged with the Garner community along with the surrounding areas and gathered meaningful data on local educational needs.

- **Digital Engagement:** A website has been created featuring an interest form for prospective families. A targeted survey distributed to community members yielded 300 responses, with 88% expressing strong interest in enrollment opportunities.
- **Social Media:** Focus Academy established Facebook and Instagram profiles to share information and updates about Focus Academy. The social media presence on these platforms has attracted followers, and is generating substantial engagement with new posts.
- **Community Presence and Direct Outreach:** Informational materials have been distributed to local businesses and community centers throughout the greater Garner area. These materials highlight the educational model and invite community feedback. Presentations have been held at local churches and community events, and an Interest Meeting was held for prospective parents.
- **Visibility:** Focus Academy has been a vendor at several community events including local festivals, farmers markets, and family-oriented gatherings in the Garner area. Vendor booths have allowed Focus Academy team members to directly engage with hundreds of families, distribute informational materials, answer questions about the school's educational approach, and collect contact information from interested parents. Interactive displays and child-friendly activities at these events have helped generate excitement about the school while establishing a presence as an active community partner.

The combined results of these initiatives demonstrate significant community demand for Focus Academy's educational approach, with over 200 families indicating interest in enrolling their children when the school opens. Ongoing outreach efforts continue to strengthen relationships with key community stakeholders and generate enthusiasm for the school's launch.


**Q119. 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).

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Applicant Evidence :


Appendix A - Focus Acade...

Uploaded on **4/22/2025** by  
**Sherria Grubbs**



Joseph Maimone

Comments :

The applicant has provided strong evidence of support for a charter school in Garner.

## 9.2. Purposes of the Proposed Charter School

Q120. [Select one or more of the six legislative purposes the proposed charter will achieve, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations. The Six Legislative Purposes of a Charter School are:](#)

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



Joseph Maimone

Comments :

It is very ambitious to claim all six Legislative Purposes of a charter school. The applicant will need to demonstrate throughout the interview process that the board is ready to meet all of these purposes without spreading its resources too thin.

Q121. [Provide a brief narrative to coincide with each applicable legislative purpose\(s\).](#)



**Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.**

Focus Academy will create new professional opportunities for teachers by fostering a culture of collaboration and leadership. The staff will have the opportunity to design and implement the curriculum, particularly with a focus on arts integration and personalized learning, which will give them autonomy in their teaching methods. Regular professional development opportunities will ensure staff members continue to grow in both their instructional practices and leadership abilities. Teachers who demonstrate excellence will be encouraged to take on leadership roles, such as mentoring peers, leading grade-level teams, or assuming positions like department heads or lead teachers. These roles will allow them to help guide Focus Academy's educational direction and collaborate with their colleagues to implement best practices. Focus Academy teachers will also have a voice in key decision-making processes promoting a sense of ownership and responsibility for the school's learning program. Focus Academy will build a strong, collaborative team dedicated to the success of both students and staff.

**Hold schools accountable for meeting measurable student achievement results.**

Focus Academy strongly believes in the importance of accountability to drive student achievement. This commitment sets high expectations for both educators and students. Accountability will be measured in student achievement results. Through regular assessments, transparent reporting, and data analysis, Focus Academy will ensure that progress of the students will be monitored effectively and interventions will be provided and implemented when needed. By providing a culture of accountability, Focus Academy can create a learning environment where continuous improvement is embraced at all levels and student success is a priority.

**Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.**

Focus Academy will provide parents and students with expanded choices by offering a unique educational model that integrates the arts with core academic subjects, fostering creativity and critical thinking. This approach will cater to diverse learning styles and needs, providing an alternative to traditional educational methods. Focus Academy will offer personalized learning experiences, hands-on learning experiences, and project-based learning, giving families more options for a well-rounded and engaging education. By providing a flexible and innovative learning environment, Focus Academy will empower parents and students to select an educational experience that aligns with their values and aspirations.

**Improving student learning**

Focus Academy will improve student learning by implementing a rigorous, arts-integrated curriculum that promotes critical thinking, creativity, and hands-on learning. Through personalized instruction, relatively small class sizes, and targeted interventions, the school will address individual student needs, ensuring academic growth. Regular assessments and data-driven instruction will allow teachers to adjust their teaching methods to support students' progress. This approach will foster a deeper understanding of core subjects and enhance overall student achievement.

**Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.**

Focus Academy will increase learning opportunities for all students by offering personalized learning paths, differentiated instruction, and a curriculum that integrates the arts to engage diverse learners. For at-risk students, targeted interventions, support services, and smaller class sizes will provide additional academic assistance. Gifted students will have opportunities for enrichment through advanced projects and creative challenges that align with their abilities. This inclusive approach ensures that all students receive the resources and opportunities needed to thrive academically.

**Encourage the use of different and innovative teaching methods**

Focus Academy will encourage the use of different and innovative teaching methods by fostering a culture of creativity and



collaboration among teachers. Focus Academy will emphasize arts integration, project-based learning, and personalized instruction to engage students in new and dynamic ways. Teachers will be supported through professional development opportunities that explore innovative instructional strategies, allowing them to experiment with and implement creative approaches tailored to student needs. Focus Academy's commitment to innovative teaching will help keep students engaged and motivated to learn.

### 9.3. Goals for the Proposed Charter School

Q122. 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.



Focus Academy Charter School has established clear, measurable goals in operations, academics, finance, and governance for its first five years and to ensure long-term success.

- Goal 1: Operationally, the school will achieve 90% enrollment in Year 1 and reach its full projected enrollment by Year 5 while maintaining a 95% student retention rate. A safe, inclusive, and arts-integrated learning environment will be prioritized, with annual faculty evaluations and staff development initiatives to support growth.
- Goal 2: Academically, Focus Academy aims for at least 80% of students to meet or exceed proficiency on state assessments by Year 5. Targeted interventions will be implemented to close achievement gaps for multilingual learners, students with disabilities, and economically disadvantaged students. Student growth will be tracked annually to ensure consistent improvement across all grade levels.
- Goal 3: A balanced budget each year, aiming for a 5% surplus while securing at least \$500,000 in external funding through grants and community partnerships by Year 5. Annual financial audits, clearly defined financial procedures, and careful oversight will ensure compliance and fiscal responsibility.
- Goal 4: Governance goals will focus on sustaining a strong, engaged governing Board while ensuring compliance with state and federal regulations and fostering transparent decision-making. The governing Board will receive monthly financial and operational reports, while academic progress and student achievement data will be reviewed quarterly. To ensure open communication and collaboration, stakeholders, including families, staff, and community members will receive updates through annual reports, town hall meetings, and regular newsletters.

Category	Year 1	Year 2	Year 3	Year 4	Year 5
Operations	Enroll 90% of student capacity and retain 95% of students. Ensure all facilities are fully operational.	Maintain a 95% student retention rate and complete the first facility maintenance evaluation.	Expand student capacity and stay within 90% of projected enrollment while sustaining a 95% retention rate.	Continue maintaining retention rates and enhance staff professional development programs.	Assess expansion opportunities based on needs. Maintain an 85% student and staff satisfaction rate.
Academics	Achieve 60% student proficiency on state assessments. Fully implement curriculum and assessment plans.	Increase student proficiency to 65% and introduce targeted intervention programs.	Attain 70% proficiency. Conduct an annual curriculum review to align with student performance data.	Improve student proficiency to 75% and expand college and career readiness programs.	Reach 80% proficiency. Ensure 100% of eligible students graduate and meet college or career readiness benchmarks.





Finance	Maintain a balanced budget, secure initial grant funding, and pass the first financial audit.	Achieve a 3-5% budget surplus and identify new funding sources to support growth.	Secure at least \$250,000 in external grants or funding. Continue annual financial audits with no major compliance issues.	Increase external funding to \$400,000 while maintaining financial compliance.	Secure a total of \$500,000 in external funding and establish long-term financial sustainability.
Governance	Ensure 100% board participation in meetings. Establish foundational governance policies.	Conduct an annual policy review. Hold quarterly meetings to engage stakeholders.	Strengthen governance by increasing parental involvement and community engagement.	Conduct a governance performance review and ensure compliance with all regulations.	Align all policies with the school's long-term strategic vision and maintain effective board operations.

**Q123. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?**

The governing Board will track Focus Academy's progress toward its mission by regularly reviewing key performance indicators such as student achievement, teacher effectiveness, and overall school culture. The Board will analyze academic data, including standardized test scores, classroom assessments, and project-based learning outcomes, to determine if students are meeting educational goals. Feedback from teachers, parents, and students, gathered through surveys and meetings will help assess the learning environment and ensure alignment with the school's mission. Regular Board meetings will serve as a forum for discussing progress, addressing challenges, and refining strategies. By overseeing financial stability, curriculum implementation, and student engagement, the governing Board will ensure that Focus Academy remains mission-focused and continuously improves to meet the needs of its students and community.

**Section**



Joseph Maimone

#### Ratings

Meets the  
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

#### Comments :

The case for need of a new Charter School in Garner is well made and the goals are SMART. It is very ambitious to claim all six Legislative purposes of a charter school. The applicant will need to demonstrate throughout the interview process that the board is ready to meet all of these purposes without spreading its resources too thin.



## 10. Educational Plan

### 10.1. Instructional Program

Q124. 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

Focus Academy Charter School envisions a transformative, arts-infused educational model that fosters academic excellence while nurturing creativity, critical thinking, and emotional intelligence. The instructional program is designed to be dynamic, hands-on, and engaging, ensuring that students experience both rigorous academic learning and creative self-expression. Below is a detailed description of the proposed instructional framework for the school:

#### Major Instructional Methods

- **Project Based Learning** - At Focus Academy, Project-Based Learning is central to teaching, with students working on interdisciplinary, real-world projects that emphasize collaboration, problem-solving, and creativity. These projects are art-integrated, allowing students to apply academic knowledge through mediums like visual arts, theater, dance, and music.
- **Thematic and Interdisciplinary Curriculum** - Focus Academy's curriculum is thematic and interdisciplinary, integrating subjects like math, science, history, and English Language Arts through interconnected units, often supported by the arts. For example, a history unit on Ancient Egypt might include music from the era, art projects inspired by Egyptian culture, and literature about the civilization's values and myths. This approach promotes a holistic understanding of content and helps students make connections across subjects.
- **Inquiry Based Learning** - Inquiry-based learning fosters curiosity and student-driven exploration, allowing students to ask their own questions, research topics of interest, and collaborate to find answers. In the classroom, this might involve studying the impact of an art movement on contemporary culture or examining art's role in societal change.
- **Arts Integration** - An arts-integrated curriculum is central to the school's identity, embedding visual arts, music, dance, and drama into all subjects to deepen understanding and spark creativity. For example, students might explore math through dance or reenact a historical event through drama. This approach enhances learning while helping students think critically and express ideas in diverse ways.

#### Assessment Strategies

Assessment strategies will be designed to provide both formative and summative feedback, to ensure that student progress is regularly monitored. Ongoing assessments will be used to gauge student understanding, inform instruction, and address any learning gaps. In addition to traditional assessments, the school will incorporate project-based assessments, where students demonstrate their learning through creative projects, presentations, and performances, particularly in the arts. This approach will ensure that students are not only assessed on their academic knowledge but also on their ability to apply that knowledge in meaningful ways.

Q125. Will the proposed charter school serve a single-sex student population?

- ☐ Yes
- ☒ No

Q129. 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.

Focus Academy Charter School will provide a vibrant, arts-integrated learning environment that nurtures creativity, collaboration, and academic excellence. The curriculum will incorporate high-quality instructional resources, including *Eureka Math* to build a deep understanding of mathematical concepts through problem-solving and critical thinking, and *HMH Reading* to support literacy development through research-based reading instruction aligned with state standards. This approach will ensure that core academic skills are taught with rigor and relevance. Additionally, the integration of the arts across all subject areas such as visual arts, music, drama, and movement will deepen student engagement and enhance comprehension. The school will follow a classroom-based instructional model enriched with opportunities for independent exploration and project-based learning, creating a dynamic and inclusive environment where every student can thrive.

## Elementary Grade Span (K-5)

**Learning Environment** – Elementary classrooms at Focus Academy will be dynamic and engaging, designed to foster creativity, collaboration, and hands-on learning. The arts will be seamlessly integrated into daily instruction, with students using music, visual arts, dance, and drama to deepen their understanding of core subjects. Classrooms will be arranged to promote both individual and group work, with flexible seating, creative learning stations, and areas dedicated to artistic expression.

**Class Structure** – The elementary program will follow small to average class sizes to provide personalized instruction and meaningful teacher-student interactions:

- **Kindergarten** – 20 students per class
- **First Grade** – 20 students per class
- **Second and Third Grade** – 20-25 students per class
- **Fourth and Fifth Grade** – 20-25 students per class

Each class will have a primary teacher, ensuring students receive individualized attention and guidance in both academic and artistic pursuits.

## Middle Grade Span (6-8)

**Learning Environment** – Middle school classrooms will support critical thinking, independence, and collaboration, with a continued emphasis on arts integration. Students will engage in interdisciplinary learning experiences, such as using visual arts to interpret historical events, incorporating music into scientific concepts, and employing theater techniques to enhance literacy and communication skills. The transition from elementary to middle school will include more self-directed learning opportunities, allowing students to take ownership of their education while exploring their artistic talents.

**Class Structure** – Middle school will maintain small-to-average class sizes to balance individualized instruction with collaborative learning:

- **Grades 6-8** – 20-25 students per class

Students will rotate between classes to experience different instructional styles. Arts integration will be embedded into core subjects, with dedicated time for artistic exploration and interdisciplinary projects. Through this structured yet flexible approach, Focus Academy will provide a stimulating, arts-rich educational experience that prepares students for academic success, creative expression, and lifelong learning.

**Q130. 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.**



Focus Academy Charter School's mission is to provide a diverse, inclusive, and arts-integrated learning environment that fosters creativity, critical thinking, and academic excellence. The chosen curriculum aligns with this mission by embedding the arts into all subjects, ensuring students develop a deep understanding of core content while also cultivating artistic expression and problem-solving skills. By integrating the arts into instruction, Focus Academy will nurture student engagement, increase motivation, and enhance learning outcomes in ways that align with its commitment to innovation and inclusion.

Focus Academy aims to serve a diverse population of elementary and middle school students, including those from varying socioeconomic backgrounds, learning styles, and academic abilities. Research has shown that arts-integrated instruction is particularly beneficial for students who are English Language Learners (ELLs), as it provides visual, auditory, and kinesthetic learning opportunities; students that have diverse learning needs, including students with disabilities, by allowing multiple means of expression and engagement; and students that come from underserved communities, as arts integration has been linked to increased academic motivation and performance. By utilizing an arts-based curriculum, Focus Academy will ensure that all students, regardless of background or ability, have equitable access to high-quality instruction tailored to diverse learning needs.

North Carolina's Accountability Model evaluates schools based on proficiency and growth in core subjects, as well as readiness indicators for future success. The curriculum at Focus Academy Charter School will align with these requirements by meeting North Carolina Standard Course of Study (NCSCOS) objectives while integrating the arts into English Language Arts (ELA), mathematics, science, and social studies; supporting the state's emphasis on literacy and mathematics achievement through research-based arts integration strategies that improve comprehension and problem-solving skills; and incorporating formative and summative assessments to track student progress and ensure alignment with state growth expectations.

Studies have demonstrated that arts integration leads to significant academic gains, particularly for students in underserved populations. Research from the Arts Education Partnership shows that students in arts-integrated programs score higher in reading and math compared to peers in traditional programs. A study from the American Institutes for Research found that students from low-income backgrounds in arts-integrated schools performed better in academic subjects and had higher graduation rates than their peers in schools that did not have a focus on arts-integration. Lastly, a study from the Kennedy Center's Changing Education Through the Arts (CETA) program found that schools using arts-integrated curricula had improved student attendance and reduced behavioral issues.

Focus Academy's arts-integrated curriculum will drive academic success and close achievement gaps by: making sure students engage more deeply with content through hands-on, creative activities that reinforce learning in multiple ways; the curriculum is designed to meet diverse learning needs by offering multiple pathways for students to engage with and demonstrate understanding of concepts; by integrating creative expression into learning, students develop confidence, critical thinking skills, and the ability to take ownership of their education by ensuring that educators are equipped with arts-based instructional strategies that align with state standards and best practices for improving student outcomes through professional development. By adopting an arts-integrated curriculum, Focus Academy will deliver a dynamic and enriching educational experience.

**Q131. 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.**



Focus Academy Charter School will implement a student-centered, arts-integrated instructional approach that enhances engagement, critical thinking, and overall academic achievement. Teachers will be expected to master research-based strategies that support diverse learning needs, ensuring equitable access to high-quality education. These strategies are designed to address the targeted student population by improving comprehension, fostering creativity, and closing achievement gaps.

### **Elementary (K-5)**

Teachers will incorporate visual arts, music, drama, and movement into core subjects to enhance student learning. Students may use songs to reinforce phonics, create storyboards for reading comprehension, or act out historical events. Teachers will tailor lessons to accommodate different learning styles, readiness levels, and interests through flexible grouping, choice-based activities, and scaffolded instruction. Hands-on learning experiences will be provided for students. Learning experiences will incorporate manipulatives, exploratory stations, and interactive storytelling to deepen understanding of key concepts. Collaborative learning will also be implemented, allowing opportunities for students to work in pairs or small groups on projects, discussions, and problem-solving activities that integrate the arts and core subjects.

### **Middle School (6-8)**

Focus Academy will implement project-based learning while focusing on the integration of the arts. Students will engage in interdisciplinary, real-world projects that integrate the arts, such as creating multimedia presentations on historical events or designing artistic representations of scientific concepts. Inquiry based learning will also be a pillar of learning at Focus Academy. Teachers will guide students through research-driven explorations of key topics, encouraging them to ask questions, analyze information, and draw conclusions through artistic and traditional academic methods. Teachers will incorporate diverse perspectives, culturally relevant materials, and inclusive teaching practices to make learning meaningful for all students. Our middle school students will also have an opportunity to engage in structured independent learning. Students will engage in self-directed learning projects, utilizing digital media, creative writing, and visual arts to demonstrate mastery of academic concepts.

Focus Academy believes that implementing these instructional strategies will improve academic achievement and increase students academic success. Arts integration and hands-on learning will make lessons more engaging, leading to higher participation and deeper understanding. Differentiated and culturally responsive instruction will ensure that all students, regardless of background or ability, receive the support they need. Inquiry-based and project-based learning will strengthen critical thinking and problem-solving skills, leading to improved performance across demographic groups. The focus on collaboration, independence, and creativity will equip students with the essential skills needed for lifelong learning and career readiness. By mastering these instructional strategies, Focus Academy teachers will create a dynamic, inclusive, and academically rigorous environment that fosters student success at all grade levels.

**Q132. 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.**



Focus Academy Charter School's instructional plan and graduation requirements are designed to create a seamless and structured transition for students as they progress from one grade to the next. By integrating arts-based learning, differentiated instruction, and project-based assessments, the school will ensure that students master key academic and social-emotional skills needed for success in subsequent grade levels and beyond. The instructional plan is designed to provide continuity in skill development, with each grade building on the previous year's foundations.

While Focus Academy will serve K-8 students, structured requirements will be in place to ensure mastery of essential skills before moving to the next grade span. Elementary students will be required to demonstrate grade level proficiency in reading, writing, and math through assessments and portfolio-based evaluations; Participate in interdisciplinary arts-integrated projects to showcase understanding of core subjects; and demonstrate development of collaborative, social-emotional, and problem-solving skills through interactive classroom activities.

Middle school students will be required to demonstrate successful completion of core academic courses, including ELA, math, science, social studies, and arts-integrated electives; Mastery of research, presentation, and critical thinking skills through project-based assessments; and readiness for high school-level coursework as demonstrated through standardized assessments, writing portfolios, and subject mastery evaluations.

To ensure transitions are seamless as students transition from grade to grade, each student will have an Individual Learning Plan (ILP) that tracks progress, strengths, and areas for growth to ensure targeted support at every transition point. Targeted support will be provided for students moving from elementary to middle school, including study skills workshops and social-emotional learning sessions. Focus Academy will provide regular parent-teacher conferences, progress reports, and transition planning meetings to ensure families are engaged in the transition process. Focus Academy will ensure that students develop the academic, creative, and critical-thinking skills necessary to thrive at each stage of their educational journey by aligning our instructional approach with structured graduation benchmarks.

**Q133. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.**

Focus Academy Charter School's academic calendar has been thoughtfully designed to support its mission of fostering a diverse, inclusive, and arts-integrated learning environment. Following a traditional school year, the calendar will balance rigorous core instruction with dedicated time for arts integration, experiential learning, and social-emotional development.

Structured to enhance both academic and creative growth, the schedule will incorporate project-based and arts-focused learning weeks, interdisciplinary thematic units, and intervention periods to provide targeted academic support. Students will have opportunities to showcase their learning through performances, art exhibitions, and community engagement events, reinforcing their skills in meaningful ways. Additionally, professional development days will ensure that educators continuously refine their arts-integration and differentiated instructional strategies.

By prioritizing both academic excellence and creative expression, Focus Academy's calendar will provide a well-rounded education that prepares students for long-term success while remaining aligned with its mission of fostering creativity, inclusion, and achievement.

**Q134. 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.**



Focus Academy Charter School will provide a structured yet flexible daily and weekly schedule designed to maximize student learning through a balance of core instruction, arts integration, and enrichment activities. The schedule will ensure that students receive adequate instructional time in language arts, mathematics, science, and social studies while providing opportunities for creative expression, collaborative learning, and social-emotional development.

Focus Academy will operate with a start time of 8:00 AM and a dismissal time of 3:30 PM Monday through Friday.

**Instructional Times for K-5:**

Language Arts (Reading & Writing) - 90 minutes

Mathematics - 75 minutes

Science - 45 minutes

Social Studies - 45 minutes

Specialized Arts Learning (visual arts, music, drama, dance) - 25 minutes

Specials - 45 minutes

Social-Emotional Learning - 20 minutes

Interventions - 50 minutes

**Instructional Times for 6-8**

Language Arts (Reading & Writing) - 80 minutes

Mathematics - 80 minutes

Science - 40 minutes

Social Studies - 40 minutes

Specialized Arts Learning (visual arts, music, drama, dance) - 15 minutes

Specials - 45 minutes

Social-Emotional Learning - 15 minutes

Interventions - 30 minutes

Lunch - 30 minutes

Focus Academy Charter Schools' daily and weekly schedule will be optimal for student learning because it will provide daily exposure to both traditional academic subjects and the arts, which will ensure that students are provided with a well-rounded education that fosters critical thinking and creativity. Increased instructional time in Language Arts and Mathematics will strengthen foundational skills and increase students academic success. The schedule also will ensure that students engage in hands-on, creative learning experiences that enhance comprehension and engagement across subjects. Focus Academy will create an engaging, student-centered learning environment that maximizes academic achievement and personal growth by structuring the school day and week to provide ample instructional time while incorporating arts integration and enrichment.

Q135. Describe a typical day for a teacher and a student in the school's first year of operation.





A typical day at Focus Academy Charter School in its first year of operation will be structured to foster both academic excellence and artistic expression. The school day will begin at 8:00 AM, with students and teachers engaging in a morning meeting to build community, set goals for the day, and incorporate a brief mindfulness or creative exercise. Following this, students will transition into their core academic blocks, such as language arts, mathematics, science, and social studies, where arts integration will be woven into lessons through storytelling, music, visual arts, or movement. Teachers will utilize hands-on, project-based learning strategies to promote critical thinking and engagement, while small-group instruction and differentiated learning activities will ensure all students receive the support they need.

Students will have a structured intervention period, allowing teachers to provide targeted academic support or enrichment based on individual needs. Students will participate in dedicated arts-integration periods, engaging in subjects like theater, music, dance, or art that complement their academic learning. A midday lunch and recess break offers students time to recharge, socialize, and engage in physical activity.

Students will rotate through collaborative project-based learning sessions, where they work in teams on interdisciplinary projects that combine STEM, humanities, and the arts. Teachers act as facilitators, guiding students through inquiry-based learning and creative problem-solving. The school day concludes at 3:30 PM, with a closing reflection where students and teachers review key takeaways, celebrate achievements, and prepare for the following day. Teachers will participate in professional collaboration and planning sessions, refining lesson plans and assessing student progress to ensure continuous improvement. This dynamic, engaging structure creates a nurturing and innovative learning environment, setting the foundation for academic success and creative exploration at Focus Academy.


**Q136. Will this proposed school include a high school?**

- ☐ Yes
- ☒ No

**Q142. 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.**

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Applicant Evidence :



Appendix B\_ Focus Acade...


Uploaded on **3/8/2025** by  
**Sherria Grubbs**

**Q143. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)**

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



Applicant Evidence :



Appendix D - Yearly Acade...

Uploaded on **4/23/2025** by  
**Sherria Grubbs**

Q144. **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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Applicant Evidence :


Appendix E - Focus Acade...

Uploaded on **4/23/2025** by  
**Sherria Grubbs**

## 10.2. Special Populations and “At-Risk” Students

Q145. **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.**

Focus Academy will use a multi-tiered system of support (MTSS) to identify and assist students performing below grade level. The process will include universal screening, data-driven decision-making, and targeted interventions to ensure all students succeed.

All students will be assessed at the beginning, middle, and end of the school year using benchmark assessments (e.g., MCLASS, i-Ready). Teachers will administer formative and summative classroom assessments to identify specific skill gaps. Teacher observations, student work, and parent/guardian input will be used to provide a comprehensive understanding of student needs. Grade-level teams will analyze assessment data during weekly Professional Learning Community (PLC) meetings to identify students who need additional support. Individualized intervention plans will be developed for students based on data insights.

To effectively implement and monitor the MTSS process, the school leader will appoint an MTSS team. This school wide process will be monitored by the appointed MTSS team which will facilitate professional development sessions with teachers to support their tiered instruction in the classroom. This team will outline the MTSS process inclusive of tier identification, progress monitoring, parent partnership and EC referrals for students who may be suspected of having a disability.

Once students are identified as needing tier 2 (supplemental) or tier 3 (intensive) support, they will participate in an initial 6 week cycle of progress monitoring using MCLASS and i-ready resources and standards based curriculum. At the end of the 6-week cycle, decisions to continue progress monitoring, exit the tier, move up a tier or be referred to EC will be made based on data. Tier 3 students may receive additional support from reading or math interventionists. Intervention will be a block of time in the master schedule to ensure that teachers are implementing the MTSS process with fidelity. Teachers will receive ongoing training on MTSS, differentiation and data analysis in order to equip them with the skills to collect and analyze student data with the need to plan differentiated instruction.



Tracee McManus

**Comments :**

The plan provides a detailed outline of a tier process to meet the learning needs of students performing below grade level. It also includes progress monitoring and programs to be used throughout. How will the school address students suspected of a disability prior to the completion of the MTSS process? The narrative includes a list of strategies to address and monitor the learning needs of students. What type of instructional/behavioral/social-emotional problem-solving process will the staff be trained to utilize? There is no mention of behavior/SEL for MTSS. These should be included alongside academics.

**Q146. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, MLs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.**

Two of the founding Board members have experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). One member is currently a school administrator that serves as the LEA in 504 and IEP meetings. She also serves as the testing coordinator and is responsible for making sure that students receive accommodations that are detailed in their IEP or 504, and EL plans. This member also serves on the district AIG committee and helps to implement plans to ensure that the AIG students are receiving appropriate enrichment services based on their academic needs. She also was responsible for the implementation of the MTSS process at the school level. The other founding member serves as a teacher and works directly with students that have 504, IEP, and EL plans, as well as students identified as gifted. He is responsible for providing interventions and classroom accommodations to those students. He also attends IEP and 504 meetings to assist with developing individualized education plans to help students be successful.



Tracee McManus

**Comments :**

- The narrative explains board members' experience in working with students with disabilities
- The narrative should include a pre-opening plan outlining how the charter will prepare for SWD

**Q147. Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:**

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



Focus Academy Charter School will implement a comprehensive instructional plan to meet the needs of Multilingual Learners (MLs), ensuring equitable access to the core academic curriculum while supporting language development.

1. Identification of ML students will begin during enrollment through a Home Language Survey, followed by an English language proficiency assessment to determine their level of support. To prevent misidentification, a team of educators and specialists will review multiple data points, including prior academic records and teacher observations, ensuring an accurate assessment of students' needs.
2. To promote academic success, Focus Academy will employ evidence-based instructional strategies such as Sheltered Instruction (SIOP), Scaffolding, Total Physical Response (TPR), and Visual Supports. ML students will receive small-group instruction, language-rich classroom environments, and structured interventions, integrating language development within all subjects. The curriculum will include bilingual resources, culturally responsive teaching, and arts-based learning strategies to enhance engagement and comprehension.
3. Progress monitoring will be ongoing through formative assessments, classroom observations, and standardized language proficiency evaluations such as WIDA ACCESS testing. Data-driven instruction will allow educators to adjust strategies and provide necessary interventions. Students will exit ML services based on proficiency assessments, classroom performance, and teacher evaluations, ensuring they are fully prepared to transition into mainstream instruction successfully.
4. Focus Academy has budgeted to contract with specialist as needed. Additionally, family engagement initiatives will foster strong partnerships with ML families, ensuring that students receive support both at school and home. Focus Academy will create an inclusive, language-rich environment where ML students can thrive academically and linguistically.

**Q148. Explain how the school will identify and meet the needs of gifted students, including the following:**

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

Focus Academy Charter School will implement a comprehensive approach to identify and support gifted students, ensuring they receive challenging and enriching educational experiences that foster both academic and creative growth. Identification will be based on a variety of measures, including standardized test scores, teacher and parent recommendations, classroom performance, and creativity assessments, allowing for a well-rounded and equitable evaluation of students' abilities.

1. To support gifted learners, the school will incorporate research-based instructional strategies such as curriculum compacting, acceleration, differentiated instruction, and inquiry-based learning. Students will have access to advanced coursework, project-based learning, independent study, and mentorship opportunities, enabling them to explore subjects in greater depth. Arts integration will be a central component, encouraging creative expression and interdisciplinary learning.
2. The progress of gifted students will be regularly monitored through performance assessments, portfolios, and teacher evaluations to ensure they are continually challenged and engaged. Individualized learning plans may be developed to provide additional enrichment, and students will have opportunities to participate in competitions, leadership programs, and extracurricular activities that enhance their skills.

To ensure high-quality instruction, Focus Academy will provide specialized training for teachers in gifted education, equipping them with the tools needed to differentiate instruction and foster critical and creative thinking. Focus Academy will create a stimulating and inclusive learning environment where gifted students can thrive academically and creatively.

### 10.3. Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)*, *IDEA regulations*, and *Article 9 115C of*



*the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special education teachers pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

**Q149. Identification and Records** Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

Focus Academy Charter School will establish a clear and efficient process for identifying students who have previously been found eligible for special education services under the Individuals with Disabilities Education Act (IDEA) or are protected under Section 504 of the Rehabilitation Act. As part of the enrollment process, families will complete a questionnaire indicating whether their child has an existing Individualized Education Program (IEP) or 504 Plan. If a student has received special education services in the past, the school will promptly request records from their previous school, including IEPs, 504 Plans, evaluations, and progress reports to ensure continuity of support.

Once records are obtained, the Exceptional Children's (EC) team will carefully review the documentation to ensure that services and accommodations are implemented without disruption. If needed, a transition meeting will be scheduled with parents, teachers, and service providers to discuss the student's needs and confirm that appropriate supports are in place. In cases where records are missing or outdated, the school will work with families and specialists to conduct new evaluations to determine the best course of action.

To ensure compliance and effective implementation, Focus Academy will provide ongoing training for staff on IDEA, Section 504, and inclusive instructional strategies. Focus Academy will ensure that students with disabilities receive the necessary accommodations, modifications, and specialized instruction.



Tracee McManus

**Comments :**

The narrative outlines a plan to identify students with disabilities. Suggestion to contact the student's previous school to see if the student had an IEP or 504 on file. States parents will be asked if the student had one, but this is not always reported accurately.

**Q150. 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.**



Focus Academy Charter School will comply with the federal 'Child Find' mandate by implementing a structured and proactive approach to identifying students who may qualify for special education services. The process will begin with early identification measures, including teacher observations, parent referrals, academic screenings, and Response to Intervention data. If a student consistently struggles with academic performance, behavior, or communication, the school's Student Support Team will initiate targeted interventions to address their needs before considering a formal evaluation.

If these interventions do not lead to adequate progress, the school will obtain parental consent to conduct a comprehensive evaluation. This process will involve gathering multiple data points, including standardized academic and cognitive assessments, classroom performance records, behavioral observations, and feedback from teachers, parents, and specialists. All evaluations will be conducted in accordance with federal and state regulations, ensuring fair, accurate, and non-discriminatory assessments.

To prevent misidentification, Focus Academy will use a variety of assessment tools, take into account cultural and linguistic differences, and monitor student progress over time. A team of educators, specialists, and parents will carefully review the evaluation results to determine whether a disability is present and ensure that external factors, such as language barriers or lack prior instruction, are not mistaken for a learning disability. Focus Academy will ensure that students receive the appropriate support and services needed to reach their full potential by following this thorough and data-driven process.



Tracee McManus

**Comments :**

Suspicion of disability should be explicitly addressed with what the school will do to ensure a student does not get "caught up" waiting for interventions. Child find materials are not mentioned and it is not stated that if a referral is received (from parents etc.) that a referral meeting will be held to address the concern. PSU includes policy to address locating, identifying and evaluating all children with disabilities in need of special education, but needs to include related services also.

- Processes described in narrative should include all of the following:
  - Response to notification: 30 days
  - Consideration of children advancing from grade to grade/highly mobile (migrant) children NO
  - Parent referral procedures

**Q151. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:**

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



1. Focus Academy Charter School will have a structured and timely process for requesting and securing records for students with Individualized Education Plans (IEPs) and 504 Accommodation plans from their previous schools. During the enrollment process, parents/guardians will be asked to complete a Student Information Form that asks if their child has previously received special education services or has a 504 Plan. If parents indicate an existing IEP or 504 Plan, the school will provide them with a Records Release Authorization Form to officially request documents from the previous school. This process will ensure that students receive appropriate services immediately upon enrollment.

2. All records will be securely stored in compliance with FERPA and IDEA regulations. Focus Academy will provide a space that is designated for secure and confidential records of students with disabilities. Only authorized personnel will have access to these records and will be responsible for safeguarding and managing them. To prevent unauthorized access, electronic records will be safeguarded using password protection or encryption.

3. Record compliance will be monitored by the lead EC staff person. Ongoing monitoring by the lead staff person will include monthly compliance reports, announced and unannounced folder audits, as well as meeting audits. Policies will be routinely evaluated and revised to align with updates in state regulations.



Tracee McManus

**Comments :**

Consider outlining a plan to do in-house audits of files. How will the record review process be used to improve services for students with disabilities?

- Explain the procedure for signing records in/out as needed. There needs to be mention that a sign in/out sheet would be included in each EC record.
- Procedures for requesting records are missing. Recommended components include:
  - Chart to track students enrolling (student name, placement, records request/receipt of records)
  - Process to follow-up with sending school or PSU is non-responsive to records request
  - assurance of special education services on Day 1

**Q152. Exceptional Children's Programming** Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.





Focus Academy Charter School is committed to providing high-quality, individualized support for students with mild, moderate, and severe disabilities in the least restrictive environment possible. Students with mild disabilities will receive in-class accommodations, small-group interventions, and co-teaching support to ensure full participation in the general education setting. Those with moderate disabilities will have access to a combination of pull-out services, resource classes, and specialized instruction while encouraging inclusion in general education whenever appropriate. For students with severe disabilities, highly structured, specialized classrooms will offer tailored instruction, therapy services, and life-skills training, with opportunities to integrate into general education for social and enrichment activities.

To support diverse learning needs, Focus Academy will implement Individualized Education Programs (IEPs) that outline specific goals, accommodations, and services tailored to each student. Certified special education teachers, speech-language pathologists, occupational therapists, and other professionals will collaborate to provide targeted interventions. Assistive technology and adaptive strategies will be available to ensure accessibility and equitable learning opportunities.

Focus Academy will prioritize data-driven instruction, regularly monitoring student progress to adjust learning plans as needed. Ongoing collaboration with families will foster transparency and shared decision-making in students' educational experiences. Ongoing professional development will equip teachers and staff with the latest special education best practices, including inclusive teaching strategies and behavior interventions. Focus Academy will create a nurturing and accessible learning environment where all students can thrive academically, socially, and emotionally while receiving the services necessary for success by emphasizing inclusion, individualized instruction, and specialized support.



Tracee McManus

**Comments :**

The plan provides a detailed approach to how the school will serve students with mild, moderate, or severe disabilities. However, homebound needs to be mentioned and licensure for staff should also be included.

**Q153. 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?**

Focus Academy Charter School will provide a full continuum of services to meet the diverse needs of students with disabilities, ensuring they have access to the general education curriculum. Focus Academy will offer a range of individualized programs, strategies, and additional supports to create an inclusive and equitable learning environment. Students with disabilities will receive services based on their Individualized Education Program (IEP) or 504 Plan, which may include specialized support, co-teaching, pull-out services, small-group instruction, assistive technology, and specific accommodations tailored to meet their needs.

To promote inclusive education, Focus Academy will use a collaborative teaching model, where both general education and special education teachers work together to differentiate instruction and provide targeted support within the least restrictive environment. Focus Academy will also apply Universal Design for Learning (UDL) principles to ensure that all students can engage with, understand, and express what they are learning through various means and methods.

Focus Academy will provide specialized services, such as speech therapy, occupational therapy, counseling, and behavioral interventions, to support students' unique needs. Regular progress monitoring through assessments, IEP reviews, and data-driven decision-making will ensure that students are progressing academically and socially.

Focus Academy will provide ongoing professional development for teachers, focusing on best practices in differentiation, behavior management, and inclusive instruction. Focus Academy will ensure that students with disabilities have the necessary resources and support to thrive academically while remaining engaged in the general education curriculum.





Tracee McManus

**Comments :**

The plan provides a detailed approach to how the school will serve students with mild, moderate, or severe disabilities. However, homebound needs to be mentioned and licensure for staff should also be included. Family collaboration is not mentioned.

**Q154. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).**

Focus Academy Charter School will ensure that students with disabilities receive a Free and Appropriate Public Education (FAPE) by providing individualized instruction, accommodations, and specialized support services in compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Eligible student will have an Individualized Education Program (IEP) or 504 Plan, developed in collaboration with parents, educators, and specialists, outlining specific learning goals, accommodations, and services tailored to their needs. The school will implement a multi-tiered support system, including in-class accommodations, co-teaching models, resource rooms, and, when necessary, self-contained classrooms to ensure students receive instruction in the least restrictive environment.

Strong communication and collaboration with families to ensure transparency in decision-making and continuous support for students will be a priority for Focus Academy. Staff will receive ongoing professional development to stay informed on best practices for special education and inclusive teaching strategies. Focus Academy will uphold its commitment to providing a high-quality, equitable education for all students with disabilities, ensuring they have the resources and opportunities needed to succeed by implementing these comprehensive methods and support systems.



Tracee McManus

**Comments :**

- The narrative should include details of methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE). Methods of support that need to be added include:
  - consideration of extended school year services,
  - development and implementation of behavior support plans,
- Does not include a statement that students will receive services on Day 1.

**Q155. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.**

Focus Academy will closely monitor the implementation of Individualized Education Plans (IEPs) through regular progress monitoring meetings involving students, parents/guardians, teachers, and special education staff. These meetings, typically held quarterly, will review the student's progress towards IEP goals, address challenges, and adjust interventions as needed. Progress reports will be provided to students, parents/guardians, and relevant staff members at the end of each grading period, outlining academic achievements and social-emotional development. Open communication channels, including parent-teacher conferences and online platforms, will facilitate ongoing dialogue and support. Students will actively participate in goal-setting discussions, while accurate documentation of progress and interventions will inform decision-making and ensure accountability in achieving IEP goals. IEPs will be developed/revised annually and reevaluations conducted tri-annually.



Tracee McManus

Comments :

How does PSU plan to monitor the IEP and share progress made toward goals with students, parents and relevant staff? Describe in detail a compliance tool to use and how the tool will be utilized?

**Q156. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.**

Initially, related service providers will be contracted to provide support as indicated on IEPs. As the student enrollment increases and the need for additional related service providers arises, fulltime and contracted fully licensed related service providers will be employed.



Joseph Maimone

Comments :

The applicant will need to expand upon this plan and identify specific professional service providers quickly to meet the needs of these students.



Tracee McManus

Comments :

The plan provides an explanation as to how the school will provide adequate staffing to serve students with disabilities as well as contracting/hiring related service providers.

#### 10.4. Student Performance Standards



**Q157. Describe the student performance standards for the school as a whole.**

Student performance standards at Focus Academy Charter School will be designed to uphold high expectations for academic achievement while promoting creativity, critical thinking, and personal development. These standards will emphasize mastery in core subjects such as language arts, mathematics, science, and social studies, as well as the integration of the arts within these disciplines. Students will be expected to demonstrate proficiency in reading, writing, problem-solving, and analytical reasoning. The performance benchmarks will align with state educational standards but will also reflect the school's commitment to hands-on learning, project-based activities, and the arts.

In addition to academic proficiency, students will be held to high standards of social-emotional growth and collaborative skills, essential for success in school and beyond. Performance will be assessed not only through standardized tests but also through ongoing assessments like projects, presentations, and artistic exhibitions, allowing students to demonstrate their knowledge in creative and practical ways.

Focus Academy will strive for at least 75% of students to meet or exceed proficiency on state assessments in its first year of operation, while ensuring individualized growth for all students, especially those who are multilingual learners, students with disabilities, and those from economically disadvantaged backgrounds. The school will also aim to enhance students' creativity and critical thinking skills, which will be measured through student portfolios, self-reflections, and project-based assessments. These standards will ensure students are academically prepared while developing the necessary skills for success in a rapidly changing world.

**Q158. 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 state and federally mandated assessments, Focus Academy Charter School will implement a variety of evaluation tools and assessment methods to track student progress and guide instruction. These will include formative assessments such as student portfolios, project-based evaluations, classroom observations, and student self-reflections, which will provide continuous insight into each student's academic development, creativity, and critical thinking skills. Diagnostic and benchmark assessments, such as MClass, I-Ready, and NC Check-Ins will also be administered at the start of the school year to identify any learning gaps, which will enable teachers to customize their instruction to meet the unique needs of each student.

The data collected from these assessments will be analyzed regularly by teachers and school leaders to identify areas where students may need additional support or intervention. This analysis will not only focus on academic performance but also on social-emotional growth and collaborative skills, aligning with the school's comprehensive approach to education. For example, rubrics for creative projects will assess how well students apply academic content in innovative ways, and student portfolios will showcase their progress over time in different subjects.

The assessment data will be used to inform and adjust instruction, helping teachers plan lessons, organize students into appropriate learning groups, and provide targeted interventions. If a student requires extra support in a specific area, individualized learning plans and focused strategies will be developed. The data will play a key role in evolving the curriculum, ensuring it remains responsive to students' needs and that adjustments are made where necessary. By leveraging these evaluation tools and the data they provide, Focus Academy will maintain a flexible and adaptive learning environment that is always centered on improving student outcomes.

**Q159. 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.**



At Focus Academy Charter School, promotion criteria will be based on a combination of academic achievement, social-emotional development, and mastery of grade-level content. For all students, including those with special needs, the promotion process ensures that they are ready for the challenges of the next grade level and have met the necessary standards to move forward. Promotion decisions will be based on student performance on state assessments, formative assessments, project-based evaluations, and teacher observations of growth in critical areas such as literacy, mathematics, science, social studies, and social skills. Special considerations will be made for students with disabilities and multilingual learners to ensure they are provided with appropriate accommodations and support, in alignment with their Individualized Education Plan or Language Support Plans.

Promotion criteria will be communicated to parents and students at the beginning of the school year through the school's student handbooks, parent meetings, and individualized conferences. These guidelines will outline the academic and behavioral expectations for promotion and will be shared at regular intervals during the school year through progress reports and parent-teacher conferences. If a student is struggling to meet the promotion criteria, intervention strategies and support services will be implemented immediately, including personalized learning plans, additional tutoring, or modifications to classroom instruction.

For students with special needs, the school will work closely with special education staff, case managers, and families to ensure that any modifications or accommodations required for successful promotion are in place. If a student with disabilities or a multilingual learner is not making adequate progress, the school will ensure that a team meeting is held to assess progress, review support services, and determine the next steps, including the possibility of a grade-level retention plan, if necessary.

Throughout the process, clear and consistent communication will be maintained with parents and guardians to ensure they are fully informed about their child's progress and any interventions in place to support their learning and success.



Tracee McManus

**Comments :**

The plan provides a clear explanation for promoting students with special needs from one grade to the other. Information in this section includes consideration of students with special needs.

**Q160. 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.**



Focus Academy Charter School's exit standards will ensure that all students, upon completing their education at the school, are fully prepared for success in high school and beyond. These standards will outline the essential knowledge, skills, and competencies students should have acquired by the time they graduate from the highest grade level offered by Focus Academy, which will be 8th grade. Students will be expected to demonstrate proficiency in core subjects such as language arts, mathematics, science, and social studies. They will be able to read and analyze grade-level texts, solve complex mathematical problems, conduct scientific investigations, and understand historical and social concepts. Furthermore, students will have developed critical thinking, problem-solving, and communication skills, preparing them for the academic challenges of high school.

Students will also be expected to apply their academic learning through arts integration. They will engage in creative projects that connect content knowledge to artistic expression, demonstrating their ability to use the arts as a tool for deeper learning and problem-solving. Social-emotional skills such as self-regulation, teamwork, communication, and resilience will also be a key component of the exit standards. Students will be prepared to navigate complex social and emotional situations and collaborate effectively with peers and adults. They will be able to think critically and creatively, applying both academic knowledge and innovative solutions to problems.

Students will also be proficient in technology and digital literacy, using technology to research, create, and collaborate. This foundation in digital literacy will serve them well in high school and beyond. For students at risk of dropping out or falling behind academically, Focus Academy will implement targeted interventions and support systems to ensure they meet the exit standards. These interventions will include personalized learning plans, academic tutoring, mentoring, and access to social-emotional support services. Regular check-ins with teachers, counselors, and parents will help identify at-risk students early which will help in providing the necessary resources to keep them on track for graduation. Students showing signs of disengagement will have the opportunity to participate in project-based learning or arts-integrated activities, making learning more relevant and engaging for them. Focus Academy will provide a solid foundation for future academic success and lifelong learning, ensuring that all students graduate with the knowledge, skills, and support systems they need.

### 10.5. School Culture and Discipline

**Q161. 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.**



A strong culture is the cornerstone of a successful educational environment. Aligned with our vision, Focus Academy will adopt school-wide behavior and classroom management practices that are consistent with the U.S. Department of Education's Positive Behavioral Interventions and Supports (PBIS) model. In addition, the student handbook will guide these practices, fostering school norms that promote equity and self-development to build a cohesive community. This approach encourages students to take responsibility for their actions by understanding how their behaviors impact the collective group.

To enhance this framework, Focus Academy will integrate the Arts into behavioral initiatives, recognizing the power of creative expression as a tool for self-reflection and community building. For example Art projects, such as collaborative murals or performance pieces, will be used to symbolize core values and foster a sense of belonging among students. These artistic endeavors will not only beautify the school's spaces but will also serve as a visual representation of Focus Academy's commitment to equity and self-development.

The student handbook will foster cohesive school norms and practices. By integrating the Arts into PBIS strategies, students are encouraged to take responsibility for their actions and understand their impact on the community. This approach enhances personal growth and interpersonal connections. The program will also incorporate key character traits as a moral compass to strengthen school culture and create a balanced environment.

- **F - Fairness:** Treat others the way you want to be treated.
- **O - Optimism:** Remain hopeful and confident in your ability to achieve anything.
- **C - Courtesy:** Be kind and thoughtful in your interactions.
- **U - Unity:** Together, everyone achieves more.
- **S - Self-awareness:** Be mindful of your actions and how they affect others.

Focus Academy fosters a culture that highlights the significance of blending academic rigor with a diverse array of transferable skills and mindsets. This holistic approach enriches students' educational experiences, preparing them not only for academic success but also for real-world challenges. By encouraging the development of critical thinking, creativity, collaboration, and resilience, the academy ensures that students are well-equipped to navigate their futures and contribute positively to society.

To enhance this approach, arts integration will be implemented across the curriculum, allowing students to explore and express their learning through various artistic mediums. By prioritizing holistic well-being, Focus Academy aims to cultivate a vibrant culture where creativity and collaboration thrive. The goal for Focus Academy is to be a community within a community, where relationship-building, both inside and outside the school setting, is paramount, fostering connections that enrich the educational experience.

Focus Academy will provide a strong culture of academic excellence, supported by appropriate resources to help students meet high standards. Students will be actively engaged in their learning process, taking ownership of their education, with staff providing guidance along the way. To enhance this engagement, arts integration will play a crucial role in the curriculum. By incorporating creative disciplines such as music, visual arts, and drama into traditional subjects, students will find new ways to express their understanding and connect with the material on a deeper level. This approach not only fosters critical thinking and problem-solving skills but also nurtures creativity and collaboration among students. As they explore concepts through various artistic mediums, students will develop a more holistic understanding of the content, making learning both meaningful and enjoyable.

'Focus Ready' programming, will celebrate both staff and student achievements, as well as those who exemplify the character traits in keeping with Focus Academy's school mission. F.O.C.U.S. seminars will emphasize social-emotional learning, academic support, and career development throughout our students' academic journey, ensuring they are well-prepared for future challenges.

To enhance this initiative, the arts will be integrated in the school's curriculum as a vital component of the educational approach. By incorporating visual arts, music, theater, and dance, Focus Academy aims to foster creativity and self-



expression, allowing students to explore their identities and develop critical thinking skills. Arts integration offers students distinctive opportunities to interact with academic material in creative ways, making the learning experience more dynamic and relatable.

**Q162.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.**

By embedding these values and practices, including the integration of the arts, Focus Academy aspires to create a nurturing and inspiring environment where students can thrive academically, socially, and emotionally. This holistic approach will not only celebrate individual achievements but also cultivate a vibrant community that values creativity and collaboration.

Seminar sessions will be designed to engage students, teachers, and staff in meaningful discussions and activities centered around the character traits integrated into the PBIS (Positive Behavioral Interventions and Supports) program. Sessions will focus on these traits, fostering an environment of learning, reflection, and community building.

Creating a happy and strong school culture at Focus Academy is very important. Before the school opens, the leaders will implement special themes and designs representing the school culture's values. These themes will help shape the identity of the school. Student ambassadors will give tours to new families so they can see what Focus Academy is like and understand its values. Events, like open houses and ribbon-cutting ceremonies, will celebrate the school's opening.

Focus Academy's mission and values are an essential part of daily operations within the school. The idea of Focus 'ASE' is a powerful reminder that students have the strength to do well in school. It comes from a language called Yoruba and means positivity and empowerment. It teaches that with the right help and a good attitude, students and staff can achieve their goals and build strong relationships.

Focus 'ASE' also follows a plan called Conscious Discipline. This plan helps create a caring and supportive environment where students feel important and strong. It teaches students how to understand their feelings, solve problems peacefully, and build good friendships. By using Focus ASE with the values of Focus Academy, every student has the help they need to succeed in school. Creating a school culture where students and staff feel included and resilient will enhance the overall educational experience.

**Q163.Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:**

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



Focus Academy will implement a student conduct policy designed to maintain a safe, respectful, and inclusive learning environment while supporting its mission and educational plan. Focus Academy will emphasize proactive discipline strategies, including positive behavior interventions, restorative practices, and clear expectations to encourage responsibility and personal growth. Social-emotional learning programs, conflict resolution techniques, and a tiered system of behavioral support will be used to promote accountability and a positive school culture.

Focus Academy's code of conduct will outline behaviors that may lead to suspension or expulsion, including but not limited to physical aggression, bullying, harassment, possession of weapons or illegal substances, and repeated violations of school policies. Each infraction will be clearly defined, and disciplinary actions will be applied fairly and consistently.

For students with disabilities, Focus Academy will ensure adherence to the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Before imposing disciplinary actions that could lead to suspension or expulsion, the school will conduct a manifestation determination review to determine if the behavior is related to the student's disability. If so, appropriate interventions and supports will be implemented instead of punitive measures.

To safeguard students' due process rights, Focus Academy will establish clear procedures for disciplinary actions. Parents and students will receive formal notification of infractions, have an opportunity to present their case, and be given access to an appeals process. Additionally, a grievance procedure will be in place to address concerns related to suspensions or expulsions, ensuring fairness and compliance with legal standards. Focus Academy will create a structured yet supportive disciplinary framework that upholds its mission of fostering a positive, inclusive, and academically enriching environment.



Tracee McManus

Comments :

The narrative takes into account rights of students with disabilities, however, it states prior to discipline that results in suspensions for students with disabilities there will be a manifestation determination and if it is related then supports will be put in place rather than suspending. **Charter needs to understand when a manifestation is conducted and the policies associated with the outcome of a manifestation determination.**

## 10.6. Certify

Q164. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

☐ Yes

☒ No

Q165. **Explanation (optional):**

Focus Academy Charter School submitted an application in the last application cycle. The board has taken feedback from the Charter School Review Board and made significant improvements to the application but there are still many elements, including programs, plans, and specific language, that is shared with Focus Academy's previous application.

## Section





Joseph Maimone

Ratings

Meets the  
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



Tracee McManus

Ratings

Meets the  
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

Areas of concern are noted in the comments for each question. Serious areas of concern include ensuring the full continuum of services is provided, including homebound, and addressing the behavior of students with disabilities. The manifestation process included in the application is not based on IDEA regulations and NC Policies.



## 11. Governance and Capacity

### 11.1. School Governing Body

Q166. [Organization Street Address \(if you have one\)](#)

- [On the Organization Information page, you already provided the mailing address.](#)

716 Trout Lilly Place, Raleigh, NC 27610


### 11.2. 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.

Q167. [Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.](#)

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

#### Resources


Initial Members of the No...

#### Applicant Evidence :


Focus Academy - Initial Me...

Uploaded on **4/21/2025** by  
**Sherria Grubbs**



Joseph Maimone

#### Comments :

The board is comprised of fairly rounded skill sets and the members reside in the county to be served, but it would be prudent to add a couple additional members with expertise in finance and marketing.

Q168. [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 governing board of Focus Academy School will consist of a minimum of 5 members and a maximum of 9 members, in line with the school's bylaws. The board will include a chairman, secretary, and treasurer, with the remaining members serving as voting members, while the executive director/principal will be an ex-officio member. The board's primary responsibility is to ensure the academic success of Focus Academy, compliance with charter school laws, and the financial stability of the institution.

The key functions of the board include developing and overseeing policies related to school operations, academic standards, student conduct, and financial management, ensuring these policies align with the school's mission and legal requirements. The board will also monitor the school's budget and financial health, set long-term strategic goals for growth and improvements, and foster positive relationships with the community, including parents, staff, students, and local organizations. The board will actively seek community input on important decisions and initiatives and ensure the school's compliance with all relevant laws and charter provisions. It will address any legal or challenging issues that arise, seeking counsel when necessary, and will evaluate the performance of the lead administrator, holding them accountable for achieving the school's goals while providing guidance and support.

The founder will initially serve as the school's lead administrator. If the founder steps down or resigns, the governing board will manage the recruitment, hiring, and supervision of a new lead administrator. The board will establish clear criteria for the position, engage in a transparent recruitment process, and make the final hiring decision based on the candidate's qualifications, experience, and alignment with the school's vision. The board will ensure that all legal requirements are met during the hiring process. Once hired, the lead administrator will receive clear expectations, performance goals, ongoing supervision, and support, with regular evaluations to provide feedback and professional development opportunities to ensure success in the role.

**Q169. Describe the size, current and desired composition, powers, and duties of the governing board.**

As outlined in its bylaws, Focus Academy Charter School's governing board will consist of no fewer than 5 and no more than 9 members. The board's current composition includes 6 board members with expertise in key areas such as financing, elementary, middle, and high school education, school leadership, facilities management, special education, business, governance, community engagement, real estate, law, and construction. These members bring a broad range of experience and a deep commitment to the school's vision. Additionally, the governing board reflects professional, ethnic, and gender diversity, ensuring a wide variety of perspectives in decision-making.

The governing board's primary role is overseeing the operations of Focus Academy Charter School. Its powers and duties include the development and approval of policies that govern school operations, including academic standards, financial management, and student conduct. The board ensures that all policies align with the school's mission, charter agreements, and state regulations. Furthermore, the board is tasked with monitoring the school's budget, financial health, and expenditures to maintain fiscal responsibility, as well as approving financial reports, annual budgets, and overseeing financial audits.

The governing board is also responsible for setting long-term strategic goals and plans for the school's growth and improvement. It sets priorities, evaluates progress, and makes adjustments as necessary to ensure continued advancement. The board fosters positive relationships with key stakeholders, including local organizations, parents, students, and staff, and actively seeks input from the community on important decisions and initiatives. Additionally, the board ensures that the school complies with all applicable state regulations, charter provisions, and laws, and it addresses any challenges or legal issues that arise, seeking appropriate counsel as needed.

Finally, the governing board is responsible for evaluating the performance of the lead administrator/principal, holding them accountable for implementing the school's mission, and achieving its goals. Ongoing support and guidance will be provided to the lead administrator as needed to ensure success in fulfilling the school's mission.



Q170. 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.



**Sherria Grubbs, Ed.D** - Dr. Grubbs brings over 33 years of experience in education, making her an invaluable asset to the Focus Academy Board of Directors. She holds a Doctorate in Educational Leadership, a Master's in Educational Management, a Master's in School Administration, a Bachelor's in Elementary Education, and an Associate's degree in Early Childhood Education. Since joining the North Carolina public school system in 2004, Dr. Grubbs has served in a variety of instructional and leadership roles, including as a kindergarten and first-grade teacher, and for the past nine years, as an assistant principal at both the elementary and middle school levels.

Her leadership is further evidenced by her selection as a North Carolina Principal Fellow and her active participation in prestigious professional development programs such as the Future Ready Leadership Program and the Educational Policy Fellowship Program. Dr. Grubbs has served as a lead teacher in the Head Start Program and has consistently demonstrated her commitment to student success through her work in early childhood education.

Beyond her leadership roles, Dr. Grubbs has been successful in securing multiple educational grants to enhance student learning, including the "Experience Grant," the "Performing and Visual Arts Grant," and the "Success Through Technology Grant." She is also a published author of *Deep Connections: A Book of Poetry Straight From the Heart* and completed her doctoral dissertation on *Middle School Teacher Perceptions on the Impact of the COVID-19 Pandemic*.

Her contributions extend to district-level service as well, having served on key committees such as the Finance Committee, AIG Committee, Portrait of a Graduate Committee, and the Strategic Planning Committee. Dr. Grubbs' comprehensive background in teaching, school administration, curriculum development, and policy engagement positions her as a critical voice on the Focus Academy Board of Directors. Her extensive experience, visionary leadership, and dedication to student achievement and equity align seamlessly with the mission and values of Focus Academy.

**Tara M. Batemon, MBA** - has been an educator at the University level for over 15 years, teaching adult students who are early-career learners and students returning to school later in life. The courses taught include Personal Finance and Corporate Finance. Her expertise is a result of obtaining an MBA with a concentration in Finance and years of working as a financial assistant and grant administrator. Working in both the private and corporate sector provides an encompassing perspective of how finances work, management of financial statements, the importance of thoughtful and robust financial policies, and integrity in reporting.

Her commitment to quality and equitable education was demonstrated when she served as the vice-president and president of Swift Creek Elementary PTA while her children attended the school. She also serves as the Dean for the Young Life Education Department at Southside Church of Christ. She was a contributor to the establishment of the department and an advisor for the curriculum selection. Currently, she serves on the Board of Directors for This Girls Story, which is a non-profit organization that showcases writing and art contributions from teen girls.

**Shawin DuBois** - As a Founding Board member Shawin DuBois adds to the diverse and robust qualifications that collectively support the successful implementation of the Focus Academy school design. He has served as a Senior Pastor both in North Carolina and California. Beginning his Pastoral Ministry while enrolled in College and continuing throughout this pursuit of becoming a Classroom Teacher. During this time, Mr. DuBois honed skills in leadership and community engagement by promoting spirituality and providing comfort to parishioners, demonstrating a compassionate approach to leadership. Further, managing the church's operational budget provided valuable experience in financial governance and resource management, essential for overseeing school administration. He served in Vallejo, California during a critical season for our country along with the congregation he was assigned in June of 2018.

In Education he previously served as a Grade 6 and 8 Social Studies Teacher from August 2015 to June 2018 in Halifax County and when returning to North Carolina in December 2021 he returned to the classroom in Granville County. As an educational professional he brings a strong background in curriculum development and instructional strategies, as he was responsible for developing the current District Middle Grades Social Studies Pacing Guide. This his lesson plans and maintaining an orderly classroom conducive to effective learning is exercised daily. His experience is crucial for shaping the school's educational framework and ensuring high-quality instruction and assessment. He has served three years on the



School Improvement Team and also Team lead of 8th Grade.

Additionally, out of College his formative work in Non-profit, community health and education he served as former Project Coordinator for WELL BIRTHS and Safe Haven After School Tutoring from November 2007 to July 2011. This role involved monitoring and reviewing programming for an infant mortality program and multiple after-school tutoring sites. The coordinator established work schedules, assigned tasks to staff, and performed personnel duties, including hiring and evaluating staff performance. These responsibilities reflect a deep understanding of performance management and operational oversight, which are vital for the school's success.

Collectively, all of his experiences as a founding board member blends leadership, administrative expertise, educational insight, and community engagement positions him well to implement the school design effectively, fostering an environment that supports both academic excellence and community involvement.

**Asia Prince** - Mr. Princes' professional experience and experience serving on other boards makes him qualified to implement the school design successfully. As the Director of Court Programs, he has successfully planned and is currently implementing a new program that supports families in our court system. Through this process he have pulled together stakeholders to get by in, developed a rollout and education plan, overseen site selection, and worked to obtain necessary funding. In his role as a board member of the nonprofit organization, Criminal Justice Alternatives (CJA), he have served twice on the subcommittee that interview and hired their executive director. Additionally, Mr. Prince led an investigation into claims of discrimination by an employee of CJA.

**Karon Holloman** - As a founding board member, Ms. Holloman brings experience working in governance. She worked for the North Carolina General Assembly as a Legislative Assistant from 2007-2017. She was also the assistant for a House member for five years and they won the Senate seat and she was the Legislative Assistant in for the Senator for 5 years.

Following that, Ms. Holloman took a position as an Executive Assistant to the Secretary of the Department of Administration and then the Department of Commerce. She is now the Executive Assistant to the Director of a new division within the Department of Health and Human Services - the Division of Child and Family Well-Being. She also authored a book entitled, "How to Start a Youth Ministry". Aside from her governance experience, Ms. Holloman has also worked with youth in different capacities. She has served as an active member of the "His Daughter's" organization, as well as the director of her churches youth ministry. She is gifted with creative ideas that keep parents and the community engaged. Her involvement with the youth, the community, and with governance make her a vital addition to the Board of Focus Academy.

Q171. Explain how this governance structure and composition will help ensure that

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



The governance structure and composition of Focus Academy Charter School have been intentionally designed to ensure the school's operational and educational success, facilitate effective evaluations, and actively engage key stakeholders, with a particular emphasis on parents.

### **Operational and Educational Success**

The board consists of individuals with diverse expertise in education, finance, and community engagement, providing strategic oversight. This diverse skill set will ensure a comprehensive approach to addressing both operational and educational challenges, supporting the school's mission of delivering high-quality, student-centered education.

Focus Academy's governance structure emphasizes collaboration between school leadership and the board of directors, creating a partnership that aligns the school's educational priorities with its daily operations. This collaboration fosters effective decision-making and promotes the achievement of the school's goals.

The board is committed to regularly evaluating its own governance practices to ensure that the structure adapts and evolves in response to emerging operational challenges and educational needs. This commitment supports continuous improvement and helps the school stay aligned with its mission and vision.

### **Evaluation of Leadership and School Success**

The governing board will work closely with school leadership to establish clear, measurable performance metrics tied to both educational outcomes and operational effectiveness. These metrics will guide the evaluation of both the school and its leadership, ensuring alignment with Focus Academy's mission to provide exceptional educational opportunities.

Data-driven decision-making will be integral to Focus Academy's governance structure. The board will regularly review academic performance and operational metrics to assess the school's success objectively and ensure that the educational program meets the needs of all students.

The board will actively seek input and feedback from stakeholders to gain a comprehensive understanding of the school's impact. This feedback will play a crucial role in evaluating the effectiveness of school leadership and guiding future decisions.

### **Active and Effective Representation of Key Stakeholders**

The governing board is dedicated to maintaining transparency and open communication with all stakeholders, particularly parents. Regular updates, town hall meetings, and other channels of communication will ensure that parents are well-informed about school activities, decisions, and academic performance.

The governance structure will include mechanisms for parent representation, ensuring that the perspectives and concerns of parents are considered in decision-making processes.

In addition, the board will actively engage the broader community to gather diverse perspectives. This may include establishing an advisory committee or hosting regular community forums to ensure that a wide range of voices are heard and considered in the governance of the school.

The governance structure of Focus Academy Charter School is designed to create an inclusive and collaborative environment. It includes effective mechanisms for evaluating leadership and performance, promotes the operational and educational success of the school, and ensures that all stakeholders, especially parents, have a voice in decision-making. Through strategic oversight, inclusivity, and data-driven decision-making, the board aims to contribute to the overall success and impact of the school.

**Q172. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?**



The recruitment and selection of the founding board members for Focus Academy involved a thoughtful process that prioritized individuals with the necessary skills, expertise, and professional backgrounds aligned with the school's mission. Each member was chosen not only for their qualifications but also for their commitment to ensuring the success of Focus Academy. While some founding members were directly selected by founder of Focus Academy, others were referred, thoroughly screened, and selected based on their ability to contribute meaningfully to the governance of the school.

The process for filling vacancies on the governing board is structured to ensure that the board remains strong and capable of supporting the school's mission.

**Notice of Vacancy** - When a vacancy arises due to term expiration, resignation, or other reasons, the board will notify stakeholders and the community about the open position. The notice will include an invitation to nominate or apply for the vacancy.

**Recruitment Timeline** - A timeline will be established to guide the process of filling the vacancy. This timeline will take into account legal requirements, the urgency of filling the position, and upcoming board meetings.

**Efforts of Recruitment** - The board will actively seek candidates by posting announcements on the school's website, sending targeted invitations, and reaching out to community organizations. This will ensure the pool of candidates is diverse and qualified, reflecting the mission of the school.

**Evaluation and Selection** - The evaluation process for potential board members will mirror the criteria used for the founding members, ensuring a thoughtful and consistent approach. The board will assess candidates through interviews or meetings to ensure that their qualifications align with the needs of the school. The evaluation process will also consider the candidate's commitment to the success of Focus Academy and their ability to contribute to the board's diversity and overall effectiveness.

**Appointment and Onboarding** - Once a suitable candidate is identified, the board will formally appoint them through either a vote or a consensus decision. New board members will undergo an onboarding process to ensure they understand the school's mission, vision, policies, procedures, and governance structure. This process will help them contribute effectively to the board's work.

**Continuous Board Development** - To maintain a board that effectively represents the interests of the school, Focus Academy will periodically assess the skills, composition, and diversity of the board. Recruitment efforts will be ongoing to ensure that vacancies are filled promptly and that the board remains dynamic and capable of supporting the school's long-term goals.

By following this process, Focus Academy will maintain a strong, committed, and effective board that can drive the school's mission forward and ensure its continued success.

Q173. Describe the group's ties to and/or knowledge of the target community.





The governing board and leadership team of Focus Academy have strong ties to the target community and a deep understanding of its needs, challenges, and opportunities. Several board members are long-time residents of the area and have a personal connection to the community, which provides them with valuable insights into the educational landscape and the specific needs of students and families. Some board members have professional experience working within the community, whether through local businesses, nonprofits, or educational organizations, further solidifying knowledge of the local context.

In addition to personal and professional connections, Focus Academy has actively engaged with local organizations, community leaders, and families during application phase. Through these interactions, the school has gained a clear understanding of the community's desire for a high-quality, accessible educational option that addresses the needs of diverse learners, particularly those who may have been underserved by traditional public schools.

The school's commitment to serving the local community is reflected in its mission to provide equitable educational opportunities, promote community engagement, and involve families in the learning process.

These connections ensure that Focus Academy is not only aware of the community's needs but is actively involved in meeting those needs, fostering a collaborative relationship between the school and its surrounding environment.

**Q174. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.**

The strategic board calendar for Focus Academy Charter School ensures regular communication, transparency, and alignment with the school's mission.

The board will meet monthly, with 12 meetings scheduled annually, to provide updates on school performance, financial status, and ongoing strategic initiatives. These meetings will include discussions on academic and operational updates, financial reports, progress reports from the Principal, and reviews of the school's goals and performance metrics.

Quarterly strategy and financial planning meetings will be held four times a year, focusing on long-term planning, strategic initiatives, and the school's financial health. During these sessions, the board will reassess the school's progress towards its strategic goals, review financial performance, and engage in discussions on community partnerships.

Additionally, the board will hold an annual planning and evaluation meeting to review the school's yearly performance, set goals for the next year, and finalize the annual budget.

Special board meetings will be scheduled as needed to address urgent issues such as legal concerns or school emergencies, while board committee meetings will be convened to focus on specialized topics like finance, curriculum, or facilities.

The Principal/lead administrator will provide monthly reports covering academic progress, operational challenges, and financial details, and minutes from each meeting will be recorded and shared with stakeholders for transparency. This structured approach ensures that the board can effectively oversee the school's operations, make informed decisions, and maintain alignment with the school's goals.

**Q175. 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 at Focus Academy Charter School will undergo a comprehensive orientation process to familiarize them with the school's mission, vision, governance structure, and operational priorities. This orientation will include an introduction to the school's bylaws, policies, and procedures, as well as an overview of the charter agreement and legal responsibilities associated with their role. Board members will also be briefed on the school's strategic goals, budget, academic performance metrics, and key stakeholders, including parents, staff, and community partners. The orientation will take place within the first month of their appointment and will be conducted by the executive director, board chair, and other key leadership staff. New members will also receive materials outlining their roles and responsibilities, as well as a schedule of upcoming board meetings and events.

For ongoing professional development, existing board members will participate in annual training sessions designed to keep them updated on best practices in governance, school finance, legal requirements, and other relevant topics. These sessions will also focus on deepening the board's understanding of key areas such as educational equity, curriculum development, strategic planning, and community engagement. Additionally, the board will attend conferences and workshops related to charter school governance and leadership, fostering professional growth and networking opportunities. Board members will also participate in quarterly self-assessment meetings, where they will evaluate their own performance, identify areas for improvement, and set goals for professional development.

A detailed timetable for training and development is as follows:

- **New Member Orientation:** Within the first month of appointment, covering mission, bylaws, policies, budget, and governance.
- **Annual Board Training:** Held once a year, covering governance best practices, legal compliance, and other relevant topics.
- **Quarterly Self-Assessment and Planning Meetings:** To evaluate performance and discuss ongoing professional development.
- **External Conferences and Workshops:** As needed, to support the development of board members in areas like finance, law, and education.

All board members are required to participate in orientation and ongoing professional development activities. Attendance is mandatory, and regular evaluations will ensure that training is effective in meeting the school's needs and the professional growth of the board.

**Q176. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.**



The governing board of Focus Academy Charter School is committed to upholding the highest ethical standards, ensuring that all decisions are made in the best interest of the school and its community. The board will adhere to a clear code of ethics that emphasizes integrity, accountability, and transparency in all its actions. Each board member is expected to act with honesty and avoid any actions or decisions that could compromise the public's trust or the mission of the school.

To identify and address potential conflicts of interest, the board will implement a structured process for disclosure. At the start of each term, all board members will be required to submit a Conflict of Interest Statement, outlining any personal, financial, or professional relationships that could present a conflict. This statement will be updated annually or as changes arise. The board chair will review these disclosures to determine if any conflicts exist, and any potential conflicts will be discussed at board meetings.

If a conflict of interest arises, the involved board member will be required to recuse themselves from discussions or decisions related to the issue. The board may also seek external advice or legal counsel to ensure compliance with relevant laws and regulations. In cases where a perceived conflict exists, the board will take proactive steps to minimize concerns, including providing transparency and publicly disclosing the nature of the conflict and the actions taken to resolve it.

To prevent both actual and perceived conflicts of interest, the board will take the following steps:

1.

**Recusal:** Board members with a conflict of interest will refrain from participating in discussions or decisions related to the matter.

2.

**Transparency:** Any potential conflict will be publicly disclosed, and the steps taken to address it will be shared with stakeholders.

3.

**Independent Review:** For significant conflicts, the board may consult an independent third party or legal advisor for an objective assessment and recommendations.

4.

**Annual Review:** The board will conduct yearly reviews of all disclosures and revise policies as necessary to ensure ongoing ethical compliance.

In situations where existing relationships may create actual or perceived conflicts, these will be identified and addressed through the disclosure process. For instance, if any board members are connected to contractors, vendors, or service providers, these relationships will be disclosed and carefully examined. The board will ensure that no decisions or contracts are made that could personally benefit a board member or create an appearance of bias.

By establishing a comprehensive conflict-of-interest policy and ensuring that all potential conflicts are addressed in an open and ethical manner, Focus Academy's governing board will maintain the trust of the community and stakeholders, while staying focused on the school's mission and goals.

#### Q177. Explain the decision-making processes the board will use to develop school policies.

**Implementation and Monitoring** - The principal will oversee the implementation of policies after the adoption of the policies. To assess the effectiveness of the policies and identify areas of improvement, regular monitoring and evaluation processes will be established. Adjustments will be made based on evolving needs and ongoing feedback.

**Continued Improvement** - To ensure policies remain effective, relevant, and aligned with the school mission and evolving needs of the school community, periodic reviews of the policies will be conducted.



**Q178. 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.**

In addition to the governing board and the school leadership team, Focus Academy Charter School will form a parent advisory board or/and a parent-teacher association, and a community advisory board.

**Parent Advisory Board/Parent-Teacher Association (PTA)**

Roles & Duties - facilitate communication between parents, teachers, and students, organize family engagements events, fundraising activities to support the school, and volunteer opportunities. Provide input and feedback on school initiatives, programs, and policies from the parent perspective.

Reporting Structure - The PTA will report to the school principal or designated administrator. The principal or designee will attend PTA meeting and provide school updates and address parent concerns. The PTA at times may collaborate with the governing board on parent advocacy issues.

**Community Advisory Board (CAB)**

Roles & Duties - Provide guidance and input on community needs, resources, and opportunities that can enhance the educational experiences of the students enrolled in Focus Academy. Foster partnerships that support the schools mission and goals by engaging with community stakeholders, local businesses, residents in the community, and community organizations. To identify community needs, leverage community assets, services, and expertise for the benefit of the school, collaboration with school leaders will take place on a regular basis.

Reporting Structure - The Community Advisory Board will report to the school leader. At times they may report to the governing board. CAB will meet regularly with the school leader to discuss opportunities for partnerships, develop collaborative initiatives, and assess community needs. Members of the Community Advisory Board may include representatives from local businesses, residents that live in the community, government agencies, nonprofits, and other community organizations.

Along with the above listed, smaller committees will be created to address the overall operations of the school, finances, and the educational plan.

**Q179. Discuss the school's grievance process for parents and staff members.**



Focus Academy Charter School aims to provide a school culture that consists of transparency, accountability, and continuous improvements by establishing a clear and well defined grievance process to ensure that concerns are addressed fairly and promptly for parents and staff members. Grievances will be addressed in a timely manner, prioritize confidentiality to the extent of the law, and will prohibit retaliation against individuals who choose to file a grievance. FACS wants to make sure that the school community feels heard, supported, and respected. Below is the grievance process for parent and staff members for Focus Academy Charter School:

#### **Grievance Process for Parents:**

Informal resolution - parents will be encouraged to initiate the process by attempting to resolve concerns informally. This could involve having direct communication with teachers, administrators, or staff members to discuss concerns and seek resolutions.

Formal Grievance - Parents may submit a formal written grievance to the school administrator or appropriate designated school official if an informal issue remains unresolved. The written grievance should include a clear and detailed description of the issue and any steps taken to informally address the issue.

Investigate - Focus Academy will initiate an impartial and thorough investigation into a formal grievance which may consist of gathering information, conducting interviews, and reviewing documentation.

Meeting for Resolution - To discuss the finding of the investigation and explore potential resolutions pertaining to the issue, a meeting may be convened. The meeting may consist of school personnel and parties involved.

Written Response - The school administrator or designated school official will provide a written response to the parent outlining the findings, actions taken if any, and the rationale for the decision. This will take place after the investigation and the resolution meeting.

Appeal Process - An appeal process will be available if the parents are not satisfied with the outcome. The school will provide details on the steps needed for filing an appeal to the parents. Parents may have the option for their grievance to be presented to school's governing board for review, in cases where the appeal is not resolved to the satisfaction of the parents.

#### **Grievance Process for Staff Members:**

Informal Resolution - Staff members will be encouraged to address any concerns they have informally discussing them with their immediate supervisor or the school administrator.

Formal Grievance - Staff members may submit a formal written grievance to the designated school official if the concern remains unresolved. The written grievance should clearly outline the issue, include details related to the issue and include any prior attempts to resolve the issue. Staff members may submit a formal written grievance directly to the Board if the subject of the grievance is the principal.

Investigate - An impartial and thorough investigation will be conducted by a designated school official or school administrator. The investigation may consist of interviews of parties involved, a review of documentation, and any other necessary steps.

Meeting - A meeting may take place to discuss the findings of the the investigation and to explore possible resolutions. The meeting may include the staff member, other involved parties, and relevant school administrators or supervisors.

Written Response - A written response summarizing the findings, actions taken, and the rationale for the decision will be provided to the staff member. The written response will be provided by a designated school official and/or the human resource department.




Appeal Process - An appeal process may be available if a staff member is not satisfied with the outcome. The school will provide specific steps for filing an appeal, which will include any additional documentation or information needed. Staff may have the option for their concern or grievance to be presented to the school's Board for review, if the appeal is not resolved to the satisfaction of the staff member.

**Q180. Attach as 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).

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Applicant Evidence :


Appendix G - Focus Acade...


Uploaded on **4/21/2025** by  
**Sherria Grubbs**

**Q181. Attach as 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



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Resources


2024 Charter School Board...



Applicant Evidence :

 Appendix H - 2025 Charter ...	 Appendix H - 2025 Charter ...	 Appendix H - 2025 Charter ...	 Appendix H - 2025 Charter ...
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 Karon Holloman resume.d...	 Resume for Dr. Sherria Gr...	 Resume of TM Batemon LE...	 DuBois, Shawin E. (Resum...
Uploaded on <b>4/4/2025</b> by <b>Sherria Grubbs</b>	Uploaded on <b>4/4/2025</b> by <b>Sherria Grubbs</b>	Uploaded on <b>4/4/2025</b> by <b>Sherria Grubbs</b>	Uploaded on <b>4/4/2025</b> by <b>Sherria Grubbs</b>
 2025 Charter School Board...	 Asia Prince's Resume - Foc...		
Uploaded on <b>4/4/2025</b> by <b>Sherria Grubbs</b>	Uploaded on <b>4/4/2025</b> by <b>Sherria Grubbs</b>		

Q182. **Attach Appendix I For Each Board Member**

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

PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.

- **Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/ state of residence where that SSN has been used).
- **Background check must include any additional aliases that have been used by the individual.**
- **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- **Background check must include a completed nationwide check.**











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Resources

 2024 Charter School Board...
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Applicant Evidence :

 Appendix I - Karon Hollom...	 Background Check - Sherri...	 20250407 Karon Holloman...	 202520407 Asia Jamar Prin...
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 20250407 Shawin Everett ...	 Appendix I - DuBois, Shawi...	 20250415 Tara Michele Bat...	 Appendix I - Sherria Grubb...
Uploaded on <b>4/13/2025</b> by <b>Sherria Grubbs</b>	Uploaded on <b>4/13/2025</b> by <b>Sherria Grubbs</b>	Uploaded on <b>4/18/2025</b> by <b>Sherria Grubbs</b>	Uploaded on <b>4/4/2025</b> by <b>Sherria Grubbs</b>
 Appendix I - Tara Batemon...	 Appendix I - Asia Prince - B...		
Uploaded on <b>4/4/2025</b> by <b>Sherria Grubbs</b>	Uploaded on <b>4/18/2025</b> by <b>Sherria Grubbs</b>		

Q183. **Attach as Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality** The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

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Applicant Evidence :

 Appendix J - Focus Academ...
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**Sherria Grubbs**

Q184. **Attach Appendix K Articles of Incorporation or Municipal Charter**

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

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Applicant Evidence :

 Appendix K - Articles of Inc...
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**Sherria Grubbs**





Joseph Maimone

Comments :

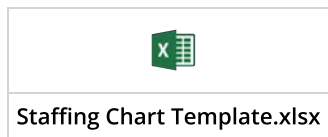
The board is composed of fairly rounded skill sets and the members reside in the county to be served, but it would be prudent to add a couple additional members with expertise in finance and marketing. The founding documents are thorough.

### 11.3. Staffing Plans, Hiring, and Management

Q185. **Projected Staff** Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

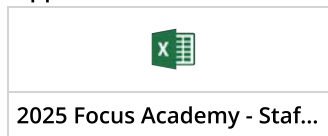
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Resources



Staffing Chart Template.xlsx

Applicant Evidence :



2025 Focus Academy - Staf...

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**Sherria Grubbs**

Q186. **Staffing Plans, Hiring, and Management** Explain the board's strategy for recruiting and retaining high-performing teachers.

The FACS Board understands that it is crucial to recruit and retain quality teachers for the success of the students that attend Focus Academy Charter School. The board's goal is to attract high performing teachers but also to nurture their professional growth, recognize their contributions as educators, and foster a commitment to the mission and vision of Focus Academy Charter School. Therefore, recruitment efforts will encompass the following:

- Establish a partnership with universities and colleges and their teacher/education programs to attract and recruit new graduates.
- Partner with colleges and universities to offer students teacher internships for students in teacher/education programs.
- Advertise positions on career platforms such as Indeed, Career Builders, LinkedIn, and on local job boards or other career platforms.
- Post positions on the school website.
- Participate in local and external job fairs to recruit qualified individuals. Focus Academy will also host a job fair to recruit staff/teachers.
- Ensure that job descriptions are accurate, clear, and reflect the expectations of the role.
- Offer a competitive benefits package which will include healthcare, retirement, dental and vision plans.
- Review salaries within the local LEA to remain competitive with compensation to attract teachers.



**Q187.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.**

Dr. Sherria Grubbs will serve as the principal of the school. Dr. Grubbs is qualified to lead the school as she has served in education for over 34 years. She has worked as an early childhood educator, a public school teacher and a school administrator. It is her vision, mission, and skill as a school administrator that qualifies her to lead a high performing charter school. She has served as an assistant principal for the last eight years. As a school administrator, Dr. Grubbs holds high expectation for both students and staff and has demonstrated that throughout her career as an educator.

Dr. Grubbs received an Associates Degree in Early Childhood Education from the Borough of Manhattan community College in 1996. In 2004, Dr. Grubbs received a Bachelor Degree in Elementary Education K-6 from Shaw University. She went on to further her education by receiving a Masters Degree in Educational Management from Strayer University in 2009. In 2014 Dr. Grubbs was accepted into the NC Principal Fellows Program and was admitted into North Carolina Central University (NCCU). She received a Masters Degree in School Administration from NCCU and completed the NC Principal Fellows Program in 2016. While at NCCU, Dr. Grubbs served as the president of Kappa Pi Delts Honor Society. May of 2023, Dr. Grubbs earned and received a Doctorate Degree in Educational Leadership for Gardner-Webb University.

Dr. Grubbs has participated in the NC Principal Fellow Program, the Future-Ready Leadership Program, and the North Carolina Education Policy Fellowship Program. She was written and received various educational grants throughout her educational career and has been a vital contributor to student growth throughout her tenure as a school administrator. Dr. Grubbs has received the Performing and Visual Arts Grant four times, Success Through Technology Grant, and The Experience Grant. Each grant received was used to enhance the learning experiences of students.


Dr. Grubbs has also served on several school and district committees. At the school level she has served on the School Leadership Team, the MTSS Committee, the Event Planning Committee, and the Safety Committee. AT the district level, Dr. Grubbs has served on the Finance Committee, the AIG Committee, the Portrait of a Graduate Committee, and the Strategic Planning Committee.

Through her educational and professional experiences, Dr. Grubb is well-qualified to lead Focus Academy Charter School in achieving its mission.

**Q188.If the school leader has been identified, attach the school leader's one-page resume as Appendix O.**

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

Applicant Evidence :


Appendix O - Resume for ...

Uploaded on **4/18/2025** by  
**Sherria Grubbs**

**Q189.Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.**



It is crucial to the success of Focus Academy Charter School that the relationship between the Board of Directors and the employee's of Focus Academy foster a collaborative and effective educational environment. The goal is to create a positive, respectful, and collaborative relationship between the Board of Directors and the school employees where all stakeholders feel supported, valued, and motivated to contribute to the success of Focus Academy Charter School.

Focus Academy will promote a culture of open communication between the Board of Directors and the school employee's through board meetings, leadership meetings, regular school communication, and other direct communication channels.

While the Board is responsible for the overall governance and policy making of the school, opportunities will be provided for employee input in the decision making process, especially as it relates to decisions that may impact the teaching and learning environment.

To ensure representation and diverse perspectives, the board may include designated positions for employee representatives, such as having staff members serve as non-voting liaison to the Board.

Policies will be developed to foster a school environment that is positive, that recognizes achievements, and that addresses concerns in a fair manner. To celebrate the hard work and dedication of teachers and staff, recognition programs and appreciation initiatives will be implemented. Also, a fair and transparent process will be in place to ensure that conflicts are addressed and resolved in a fair and constructive manner.

Collaboration between the Board and school employees will include strategic planning processes which will include review of the schools mission and vision, and long term goals. Employee input will be included to ensure that strategic priorities are aligned to the needs of the the school community.

For continuous improvement in the governance and operations of Focus Academy Charter School, the Board will conduct regular evaluations of its own governance while seeking feedback from school employees.

**Q190. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.**



### **Hiring Procedures:**

- Job recruitment and posting - In collaboration with the Board, school leadership will determine staffing needs and approve job descriptions. Any open positions will be posted both externally and internally and recruitment efforts will be conducted to attract qualified candidates.
- Review of applications - A designated hiring committee will review candidate applications and select possible candidates based on qualifications, experience, and alignment with the school mission.
- Interview Process - Potential candidates selected by the hiring committee will be invited for interviews. The interview process may include multiple rounds which may involve administrators, teachers, and parents.
- Reference Checks - Thorough reference checks will be conducted to verify a candidate's professional background, qualifications, and work history before making a final hiring decision.
- Criminal Background Checks - As part of the hiring process, a criminal background check will be conducted for all final candidates.
- The principal will recommend candidates to the Board for approval. Qualifications of the recommended candidate will be reviewed by the Board to ensure alignment with the school's needs.
- The school will provide a formal offer of employment to the selected candidates upon Board approval. The formal offer will include details such as benefits, salary, and other relevant terms of employment.
- Onboarding and Orientation - To familiarize new hires with the school policies, procedures, and expectations, new hires will undergo an orientation and an onboarding process.

### **Dismissal Procedures:**

- Performance Evaluation - School personnel will undergo regular performance evaluations based on established criteria. The process will include feedback from administrators, supervisors, and mentors, and peers.
- Performance Improvement Plan - Focus Academy will implement a Performance Improvement Plan (PIP) to provide support and guidance for improvement, in cases of concerns about performance. The plan will include support mechanisms, clear expectations, and a timeline.
- Any concerns about performance issues, along with support provided and actions taken will be thoroughly documented and maintained in the personnel file.
- Legal Compliance - Dismissal procedures will comply with all employment laws and regulations. To ensure that the process adheres to relevant employment laws and regulations, the Board may seek legal counsel.
- Board Review and Decision - In cases of dismissal consideration, the matter will be brought before the Board to review. All relevant documentation, legal advice, and potential impacts will be carefully reviewed by the Board before making a final decision.

**Q191. Outline the school's proposed salary range and employment benefits for all levels of employment.**



Focus Academy Charter School will offer the following benefits to all full time employees:

1. Employer subsidized comprehensive health plan with optional additional benefits such as dental and vision
2. Employer provided long-term disability, short-term disability, and life insurance
3. A 401K Program with a 3% Employer matching contribution

Focus Academy anticipates offering salaries that are competitive with Wake County Schools and other charter schools.

Principal \$90,000 - \$105,000

Assistant Principal \$68,000 - \$77,000

Clerical \$38,000 - \$44,000

Food Service Staff \$30,000 - \$35,000

Custodians \$30,000 - \$35,000

Core Content Teachers \$51,000 - \$62,000

Electives/Specialty Teachers \$50,000 - \$62,000

EC Teachers \$52,000 - \$64,000

Instructional Support Positions \$48,000 - \$58,000

Teacher Assistants \$31,000 - \$47,000

Q192. [Provide the procedures for handling employee grievances and/or termination.](#)



Focus Academy aims to ensure a fair, transparent, and legal process for handling employee grievances and/or termination. the procedures outlined below are to ensure that employee grievances and termination are handled appropriately:

#### **Employee Grievance Procedures:**

- Informal Resolutions - Employees will be encouraged to address any concerns with their immediate supervisor informally.
- Formal Grievance Submission - If after addressing the concern informally, f the concern remains unresolved, an employee may submit a formal written grievance to the Human Resource Department. The written grievance should include a clear description of the concern, relevant details, and steps taken for a resolution informally.
- Grievance Review - In collaboration with the appropriate administrators or supervisors, the HR Department will review will review the written grievance. This may involve gathering more from the relevant parties.
- Investigation - In order to gather facts relevant to the grievance, an impartial and thorough investigation will be conducted.
- Resolution Meeting - To discuss the finding of the investigation and potential resolutions a meeting will be convened. The meeting may include the employee, relevant supervisors or administrators, and a HR representative.
- Written Response - The HR Department will provide a written response to the employee summarizing the finding, actions taken, and a rationale for the decision, following the investigation and the resolution meeting.
- Appeal Process - An appeal process may be available if the employee is not satisfied with the final outcome. Focus Academy will provide the steps necessary for filing an appeal.

#### **Termination Procedures:**

- Performance Evaluation - Regular performance evaluations will be conducted and addressed throughout the school year. Termination decisions will be based on documented performance issues.
- Documentation - All issues with performance will be documented and will include the issue, actions taken, and support provided. This documentation will be kept in the employees personnel file.
- Legal Compliance - Termination procedures will comply with all relevant laws and regulations for employment.
- Board Review - The Board will review and consider all relevant documentation, legal advice, and possible impacts before making a final decision about termination. This procedure will take place in cases where a termination decision may require review and approval by the Board.
- Notification - An employee being terminated will be notified of the decision which will include the reason for termination, applicable timelines, and final pay and benefits information.
- Exit Interview - Focus Academy will conduct an exit interview to gather feedback from the employee about their experience with the school.
- Confidentiality - Confidentiality will be maintained throughout the termination process. Personnel matters will only be shared with individuals that are directly involved in the decision making process.
- Return of Property - Employees will be instructed on the return of all property belonging to the school. This includes keys, electronic devices, identification, and all other school property.

#### **Q193. Identify any positions that will have dual responsibilities and the funding source for each position.**

Focus Academy Charter School does not anticipate staff having dual responsibilities. In the event that there is a need for dual responsibilities, assignments and responsibilities will be tracked to make sure that funding required meets state and federal requirements.

#### **Q194. 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.**



Focus Academy will ensure that all Exceptional Children (EC) teachers hold and maintain the appropriate licensure for their positions. The school is committed to hiring highly qualified EC teachers. Evaluations and assessments will be conducted by the appropriate teams and personnel.

While the current staffing plan does not include hiring dedicated English Learner (EL) or Academically or Intellectually Gifted (AIG) teachers, Focus Academy will monitor enrollment to identify students requiring support in these areas. A portion of the budget has been reserved to contract with these specialists as needed. Any additional budget adjustments required to ensure appropriate services for these students will be submitted to the Board for approval.

**Q195. 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 principal will ensure that qualified staff are recommended to the Board for approval. The governing Board will be responsible for selecting and hiring the lead administrator/principal for Focus Academy Charter School.

**School Principal:**

- Oversee and manage the day-to-day operations of the school.
- Supervise all instructional personnel and all non-instructional personnel.
- Implement the mission and vision of Focus Academy Charter School.
- Ensure that the academic curriculum and school policies are being followed.
- Establish and create an educational environment that is safe and conducive to learning.
- Recruit and retain qualified staff for instructional and non-instructional positions.
- Serve as the primary contact for matters or concerns involving the school.
- Attend regular Board meeting, school and community events, and functions.
- Conduct regular and consistent classroom walk-throughs and observations to evaluate the performance of certified and non-certified staff members.
- Network and collaborate with the local community to develop and support activities at the school.
- Promote the development of each student through academics, social and emotional learning, and character development.
- Plan and implement professional development.
- Consistently collect and analyze student data to drive instruction.
- Consistently enforce the student code of conduct.
- Ensure that Focus Academy is in compliance with all testing requirements.
- Make recommendations to the Board as it relates to the hiring and terminations of certified and non-certified staff members.
- Develop a school improvement plan to address areas of concern.
- Provide the Board with regular reports of the school's progress.

The school principal will hold a Masters Degree in School Administration and a NC Educator License in School Administration. Additionally the school principal should have a minimum of five years of teaching experience and a minimum of three years serving as a school administrator.

**Assistant Principal:**

- Assists the school principal with the day-to-day operations of the school.
- Assist with the supervision of all instructional personnel and all non-instructional personnel.
- implement the vision and the mission of Focus Academy Charter School.
- Helps to plan and implement staff development.
- Recruit and retain qualified staff for instructional and non-instructional positions.
- Conduct regular classroom walk-throughs and observations to evaluate teacher performance.
- Ensure that Focus Academy is in compliance with all testing requirements.
- consistently enforce the student code of conduct.
- Develop and implement curricular activities for students.
- Help to promote the development of each student through academics, social and emotional learning, and character development.
- Ensure that Focus Academy is in compliance with the relations and requirements of the NC Department of Public Instruction and The Office of Charter Schools.
- Consistently collect and analyze student data to drive instruction.
- Provide a positive school climate for students, staff, and all stakeholders.
- Ensure the safety of students and staff.

The assistant principal will hold a Masters Degree in School Administration and should have a minimum of three years of teaching experience.





### **Clerical Positions:**

The clerical positions may include a variety of positions that collectively work to implement the financial, operational, and clerical procedures. People who hold these positions should possess strong skills in customer service, the ability to stay calm and composed in a busy office environment, attention to detail, strong computer skills, and the ability to follow detailed directions.

Candidates for clerical positions should have a bachelor degree, experience in schools is preferred.

### **Food Service Staff:**

The food service staff will be responsible for implementing and maintaining the National Free Lunch Program (NFLP) at Focus Academy. This person will preferably have experience successfully running a lunch program and maintaining compliance with the federal program.

The food service staff should have a high school diploma or its equivalent. Preference will be given to candidates with experience in the position or a related field.

### **Teachers:**

Teachers will be highly motivated and qualified. Preference will be given to candidates that possess a strong background in teaching the grade level or the subject matter in which they apply. Teachers are responsible for implementing the curriculum and providing individualized instruction to meet the individual needs of the the students. Teachers are responsible for managing and communicating high classroom expectations. Teachers are also responsible for delivering quality instruction and content that peaks student curiosity and encourages self-discovery and self-directed learning.

Teachers will hold a Bachelor Degree in Education or their educational specialty. Focus Academy will seek candidates that hold a NC Educator's License and/or certified by the state.

### **Exceptional Children's Teachers:**

EC teachers will be highly motivated and qualified. EC teachers are responsible for working with general education staff to ensure that students with special needs get the appropriate education and special services. They will develop and maintain good relationships with students, families, and classroom teachers. They will maintain compliance with applicable state and federal laws and policies, communicate frequently and completely with parents, prepare for and facilitate IEP requirements and meetings. They will attend all mandated training, keep detailed records, and participate in any required audits. EC teachers will write well, have attention to detail, express care and concern for their students, and possess well-developed organizational and communication skills.

EC teachers will hold a Bachelor's Degree and a NC Educator's License in Special Education.

### **Teacher Assistants:**

Teacher assistants will be responsible for assisting classroom teachers with all aspects of the classroom. They should assist with managing the classroom expectations and implementation of the curriculum. Teacher assistants should possess clerical skills.

Teacher assistants will have a high school diploma or its equivalent. Preference will be given to candidates that have an associates degree in education or a higher degree in education. Teacher assistants should have a minimum on one year of experience working with children or working within an educational setting.

### **Instructional Support:**

People in Instructional Support positions will have a good understanding of the curriculum, state standards, and



instructional pedagogy. They will work with students who struggle as well as the classroom teachers to ensure that students get the remediation, specialized instruction, and encouragement to increase growth and proficiency. People in these positions should possess strong communication skills and a deep understanding of educational theory and best practices.

The instructional coach should have a Bachelor's Degree in Education, with teaching experience preferred.

#### 11.4. Staff Evaluations and Professional Development

##### Q196. Identify the positions responsible for maintaining teacher license requirements and professional development.

Teachers will be responsible for maintaining and renewing their teaching licenses. The school principal will ensure that the license requirements for teachers are met. All non-certified teachers will be encouraged to pursue their teaching certification.

##### Q197. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

Initially licensed teachers will participate in the Beginning Teachers support Program where they will be assigned a mentor to guide and support them throughout their first three years. The BTSP will consist of professional development meeting and monthly mentor/mentee sessions conducted by highly qualified educators who are paired with novice teachers to facilitate conversations about school policies, procedures, classroom management strategies and instructional best practices. Mentor teachers will undergo a series of trainings to ensure they are equipped to execute the mentorship program with fidelity. As mentors, teachers will observe beginning teachers in their classrooms and coach them through a coaching cycle in the hope of boosting teachers' self-confidence and competence as educators.

Teachers will be evaluated by administrators with the use of the North Carolina Educator Effectiveness System (NCEES). Through NCEES, teachers will complete a self-assessment and develop their professional development plan (PDP) to identify goals geared towards their professional and personal development. Teachers will participate in one of the three observations cycles.

- Abbreviated: Teachers who are not in their renewal year and have more than three years of experience. They will receive two formal observations based on two of the five NC professional teacher standards.
- Comprehensive: Beginning teachers of 0-3 years will participate in the comprehensive cycle. They will receive three observations from administrators and one from their peer.
- Standard: Teachers with more than three years experience and within a renewal year will receive three observations based on all five NC professional teacher standards.

As part of the evaluation process, administrators will meet with teachers mid year and end of year to review their progress towards their PDP goals. By providing coaching and support for teachers throughout the year, Focus Academy considers this to be a good strategy to build capacity and empower teachers to remain with the institution.

##### Q198. 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.



Focus Academy is committed to fostering continuous professional growth among the faculty and staff to ensure the effective implementation of educational programs. Professional development plans comprises several core components aimed at enhancing teaching practices, fostering collaboration, and staying abreast of best practices in education.

- **Curriculum alignment and Instructional Strategies:** Professional development sessions will focus on aligning the curriculum with the state standards, integrating the arts and adopting research based instructional strategies. This ensures that our teachers have the tools and knowledge necessary to deliver high-quality instruction that meets the diverse needs of our student body.
- **Data analysis and Assessment Literacy:** Educators will receive training in data analysis and assessment literacy to effectively interpret student data and adjust instruction accordingly. This component is crucial for promoting data-driven decision-making and targeting areas for improvement.
- **Technology Integration:** Given the increasingly digital nature of education, professional development will include training on effectively integrating technology into instruction. This encompasses both familiarizing teachers with new tools and platforms and exploring innovative ways to leverage technology for student engagement and learning.
- **Cultural Competence and Equity:** It is important to foster a culturally responsive and equitable learning environment. Therefore, professional development will include sessions on cultural competence, diversity, equity, and inclusion to help educators create inclusive classrooms where all students feel valued and supported.
- **Collaborative Learning Communities:** Professional Learning Communities (PLCs) will promote collaboration among teachers. These PLCs provide opportunities for educators to share best practices, analyze student work, and collaborate on instructional planning and the integration of the arts.

In terms of delivery, professional development will be a combination of internal and external resources. Internal professional development opportunities will be tailored to the specific needs and goals of the school community, drawing on the expertise of Focus Academy's instructional leaders. External professional development, such as workshops, conference, and partnerships with educational organizations, will provide opportunities for teachers to access specialized training and stay updated on the latest trends and research in education.

Furthermore, professional development will be both individualized and uniform to some extent. While there will be core training sessions that all staff member are required to attend to ensure consistency in instructional practices and school-wide initiatives, there will also be opportunities for personalized professional growth based on teacher's interests, strengths, and areas for improvement. This balance between uniformity and individualization will meet the diverse needs of educators while maintaining a shared vision and commitment to excellence in education.

**Q199. Provide a schedule and explanation of professional development that will take place prior to the school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.**



Professional development will begin 9 days prior to the first day of school for students. All faculty and staff will participate in a series of professional development activities which will take place each day prior to the start of school from 8:00 AM to 3:00 PM. Teachers will receive one hour of lunch each day and three 1/2 days will be reserved for classroom set-up. The remaining time will be utilized for professional development where teachers will be trained on the following:

- Operating Policies and Procedures
- Safety Procedures
- Code of Ethics
- Review of Employee Handbook
- Arts Integration
- Classroom Management/Discipline Procedures
- Procedures related to Special Education
- School expectations of students and staff
- Academic requirements including the state standards and curriculum
- Lesson plan requirements

Training will also consist of team building, grade-level and small group collaboration, ice breakers, and break-out sessions.

**Q200. 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.**

The school calendar consist of 13 required teacher workdays. The first 7 days are mandatory professional development workdays. School will not be in session for students during the required workdays which will consist of professional development based on the needs of the school and teachers. Additionally, teachers will receive professional development during their planning time as needed. Group professional development will take place during bi-weekly staff meetings.

### 11.5. 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.

**Q201. Marketing Plan Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).**



Focus Academy has created a marketing plan that is reflective of the schools commitment to inclusivity and equity, but also effective in reaching a diverse audience. There will be regular assessments of the marketing plan and adjustments will be made as needed. Here is an outline of Focus Academy's marketing plan:

**Brand Development:** Marketing materials will be developed that are visually appealing and informative. These materials will include the school logo, brochures, and promotional videos. Materials will be distributed at local businesses, libraries, daycares, preschools, sports venues, and special events.

**Website and Social Media Presence:** The school's website will be user friendly, accessible, and informative. Social media platforms will be utilized to share information such as updates, and accomplishments.

**Community Partnerships:** Relationships have been developed with local churches, business, and community organizations to extend marketing efforts. Focus Academy will continue to build relationships with the community and participate in community events to raise awareness about the school and connect with families.

**Multilingual Marketing:** Marketing materials such as brochures and fliers will be provided in multiple languages to cater to the linguistic diversity of the community.

**Media Outreach:** To extend marketing efforts, Focus Academy will develop relationships with local media outlets.

**Advertising:** Ads will run on social media and billboards to raise community awareness, and recruit students and staff members.

**Events:** Community events will be held regularly to engage enrolled parents and recruit new students.



Joseph Maimone

**Comments :**

It would be good to see more specific examples included in this marketing plan. Name platforms and partnering organizations. Assign persons responsible. Link to the live or preview of your website.

Q202.Describe how parents and other members of the community will be informed about the school.



Focus Academy will employ a multi-faceted communication strategy to ensure that the school is effectively marketed and reaches a broad audience. In order to provide this information to parents and other members of the community, the following procedures will be implemented:

**Website and Online Platforms** - Focus Academy will have a regularly updated website that serves as a central hub for information. The website will include the school's mission and vision, curriculum, events, and contact information. A social media account will also be created and will be utilized for real-time updates and community engagement.

**Information Sessions and Open House** - To provide parents and community members with opportunities to learn information about the school, periodic information sessions and open house events will be organized.

**Printed Materials** - Brochures and informal flyers will be distributed in the community and placed at local businesses, libraries, and community centers. The brochures and flyers will contain important information about the school.

**Collaboration with local media** - Focus Academy will develop relationships with local media outlets, local radio stations, the local newspaper and community newsletter.

**Parent-Teacher Association** - Focus Academy will create and establish a parent-teacher association to establish communication between parents, teachers, and school leadership.

**Newsletters** - Regular newsletters will be provided to keep parents and community informed about school activities, achievements, and upcoming events. Based on the preference of the community, newsletters will be provided in print or electronically.

**Automated Communication** - Focus Academy will utilize automated communication systems such as emails, SMS, or mobile apps to provide important information to parents and community members.

**Student Showcase and Exhibitions** - To highlight student achievements and projects, periodic student showcases will be organized.

**Q203.** 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.



Below is a timeline for how Focus Academy Charter School plans to recruit students during the planning year:

**Planning Phase - May 2025 - September 2025**

- Host information sessions and open house events for parents to learn about the school's programs, facilities, and faculty.
- Attend community events such as local fairs, festivals, and community gathering to engage with families and distribute marketing materials. Booths or tables will be set up at these events to distribute the marketing materials and gather interest.
- Offer virtual tours of the school campus and classrooms to accommodate families that may be unable to visit in person.
- Launch social media campaign

**Open Enrollment Phase - September 2025 (or upon approval) - January 2026**

- Continue activities listed above
- Focus social media campaign on application process
- Provide personalized follow-ups by reaching out to families who attended information sessions or expressed interest.
- Schedule meetings with families to answer questions

**Post Lottery Phase - February 2026 - June 2026**

- Continue activities listed above.
- Organize orientation sessions for students and their families that are enrolled to familiarize them with the school policies, school procedures, and school staff.
- Prepare welcome packets containing important information, school calendar, and resources to be distributed to families enrolled in the school.
- Establish a feedback mechanism to gather input from enrolled families regarding their enrollment experiences and areas for improvement.

**Parties Responsible:**

- School Leader/Principal - Overall supervision and coordination
- ATA - Developing marketing materials and social media campaigns
- Whole team - Conduct information sessions, community outreach, and enrollment assistance
- Administrative Staff - Handle enrollment paperwork and logistic

**Benchmarks:**

- Increase in attendance at community events and information sessions
- Growth in social media engagement and website traffic
- Percentage of application and enrolled students compared to the targeted enrollment numbers
- Feedback provided from families enrolled in the school using the feedback mechanism indicating satisfaction with the enrollment process

Q204. 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.



Marketing efforts will be made to ensure that students in the targeted area receive information and marketing materials about the school to ensure that they have an equal opportunity to enroll. Marketing materials will be provided in both digital and printed formats and explain the integration of the arts into the curriculum. Focus Academy will offer a transportation plan and a meal plan to remove any barriers that may prevent students that are in poverty from enrolling in the school. Focus Academy will also distribute marketing material such as flyers and brochures to organizations such as the YMCA, the Boys and Girls Club, churches, child care centers, housing developments, and other community organizations.

To ensure a diverse student population, give traditionally marginalized student more opportunities, and help ensure that the neighborhood students have the opportunity to be represented, Focus Academy will use a weighted lottery to specifically target students who are economically disadvantaged. Students who are at risk of academic failure will be provided an opportunity to receive free tutoring through Hope Ministries after school program. This information will also be shared with parents and families in the community through face-to-face presentations and distributed marketing materials.

**Q205. What established community organizations would you target for marketing and recruitment?**

Focus Academy will target local churches, community centers, the Boys and Girls Club, the YMCA, libraries, daycare centers, and summer camp programs for marketing and enrollment.

## 11.6. Parent and Community Involvement

**Q206. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.**

Focus Academy will communicate with and engage parents and community members from the time the school is approved to the opening of the school through the website and social media platforms, information sessions, announcements at local churches, brochures and fliers. Focus Academy will communicate and engage with parents and community members through community events.



Joseph Maimone

**Comments :**

The Accelerated applicant should be engaging with families and community members prior to receiving approval. While you can't make promises, you can share your vision and build excitement.

**Q207. 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.**

Focus Academy parents will be provided significant and rewarding opportunities to be engaged with student learning, school administration, classroom curriculum, and extracurricular activities. Focus Academy's administrators, and teachers will reach out to parents by email, and physical hand-outs such as notes and newsletters. Invitations via the school's website will invite parents to participate in our Parent-Teacher Organization and Parent Voluntary Advisory Councils for Policy, Library, Curriculum, Field Trips, Recruiting, and Special Projects. Parents also will be invited to serve as Parent Advisory Council representatives on the school board as well as Parent Volunteers in the Classroom.

**Q208. 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.**





Depending on parent's interest, Focus Academy may offer financial literacy classes, computer classes, and workshops on helping their student be successful in school. Focus Academy will also hold curriculum nights where parents can see first-hand the way that the arts are integrated into the daily instruction. Parents will see how exposure to the arts can benefit students and understand ways in which they can play an important role in the development of their children.

### 11.7. Admissions Policy

**Q209. Weighted Lottery** Does your school plan to use a weighted lottery? The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

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

☒ Yes

☐ No

**Q210.** Please provide the following: 1) A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery



Focus Academy Charter School is committed to providing an equitable, high-quality educational experience that meets the diverse needs of all students, with a focus on arts integration, academic achievement, social-emotional growth, and preparation for success in college and beyond. In order to fully embrace this commitment and ensure access to quality education for all students, particularly those from underserved or underrepresented communities, the use of a weighted lottery is critical. Providing an advantage to economically disadvantaged students will foster inclusivity, reduce educational disparities, and ensure that the school reflects the demographics of the community it serves. It will also help ensure that students who live closest to the school are represented in the student population, allowing for Focus Academy to stay connected to the larger Garner community.

### **1) Alignment with Focus Academy's Mission:**

The specific mission of Focus Academy places a strong emphasis on providing equal access to educational opportunities, particularly for historically marginalized groups, including students who are economically disadvantaged. A weighted lottery supports this mission by ensuring that economically disadvantaged students, who may face systemic barriers to educational opportunities, have a fair and equitable chance of gaining admission to the school.

### **2) Addressing Educational Disparities:**

One of the primary reasons for utilizing a weighted lottery is to address existing disparities in educational access. Communities with high concentrations of underserved students often have fewer opportunities to attend high-performing public schools. By implementing a weighted lottery, Focus Academy can prioritize students who may otherwise be overlooked or underrepresented in the educational system. This approach directly supports the school's mission of providing a quality education to a diverse student body and promoting educational equity.

### **3) Promoting Inclusivity:**

The weighted lottery will allow Focus Academy to target specific populations and ensure that all students, regardless of their background or socioeconomic status, have the opportunity to attend a high-performing school. This supports the school's core values of inclusivity and diversity, which are essential for building a learning environment where all students feel welcomed, valued, and capable of achieving academic success.

### **4) Compliance with the School's Vision:**

Focus Academy's mission involves preparing all students for success, not only academically but also socially and emotionally. The school's vision for a supportive, nurturing environment requires a diverse student body that brings different perspectives, experiences, and strengths to the classroom. By using a weighted lottery, the school can create a student population that is representative of the community it serves and better supports its overall mission to develop well-rounded, globally-minded students.

### **5) Maximizing Opportunities for Success:**

The weighted or limited lottery ensures that the school's resources are allocated to students who stand to benefit most from its specialized programs and services. This approach enhances the ability of Focus Academy to fulfill its mission of providing every student with the tools, resources, and opportunities to succeed.

The use of a weighted or limited lottery directly aligns with and supports Focus Academy's mission to provide equitable access to a high-quality education for all students. By ensuring that students from underserved backgrounds have the opportunity to attend the school, the weighted lottery helps the school fulfill its commitment to inclusivity, educational equity, and academic success for every student.

**Q211.2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.**



## 1. ENROLLMENT APPLICATION PROCESS:

The Focus Academy Open Enrollment Period will start upon approval and run through January 31, 2027, or at least 30 days, whichever is longer. During that time parents or legal guardians may apply online or in person. All applications received during the Open Enrollment Period will be treated the same and qualify for the lottery, except that students who are economically disadvantaged will be given more weight in the lottery. Focus Academy will set aside 30% of spots in each grade level for students who are economically disadvantaged.

Application forms will be available through the website, and assistance will be provided to parents who may not be able to complete the online application. During the application process, parents will be asked whether they qualify as economically disadvantaged and whether they qualify for enrollment preferences.

If necessary, a lottery will be held within 3 days of the end of the Open Enrollment Period. Focus Academy will use an online, electronic system to run the lottery.

Students with one or more enrollment preferences will be selected first. During the lottery, students who are economically disadvantaged will be given more weight such that they have a higher chance of their names being selected. Multiple birth siblings will be entered into the lottery under one surname. After all of the slots for a grade level have been filled with students from the lottery, remaining students will be placed on a waiting list in the order in which their names are drawn.

Applications submitted after the Open Enrollment Period will be put at the bottom of a numbered waiting list.

## 2. ENROLLMENT PREFERENCES:

- Children of current board members, full-time teachers, and full-time staff (not to exceed 15% of total enrollment).
- Siblings of currently enrolled students
- Siblings of students who have: (1) completed the last grade level offered by Focus Academy, (2) attended for four years or for all grade offerings if less than four.

Q212.3) The underlying research, pedagogical, educational, psychometric, and legal, that supports the request and the procedures the applicant is requesting.



The request to implement a weighted lottery system at Focus Academy Charter School is grounded in a solid foundation of research across pedagogical, educational, psychometric, and legal disciplines. From a pedagogical standpoint, research consistently highlights the benefits of diverse and inclusive learning environments, particularly for historically underserved student populations. These students, including those from low-income backgrounds, English language learners, and students with disabilities, benefit significantly from access to high-quality educational opportunities. By prioritizing these groups in the lottery system, Focus Academy ensures that students who face systemic barriers are given equitable access to the school, aligning with the school's mission of closing achievement gaps and fostering academic success for all students.

Educational research further supports this approach, emphasizing that equitable access to educational resources improves outcomes for marginalized students. Studies have shown that inclusive practices, like giving priority to underrepresented groups through a weighted lottery, not only benefit the targeted students but also enrich the learning experience for all students by promoting diversity and varied perspectives in the classroom. This approach is particularly effective in fostering environments where all students, regardless of their background, can thrive.

Psychometrically, the use of data-driven methods such as a weighted lottery allows schools to better serve diverse student populations. Evidence suggests that by prioritizing enrollment for students who require additional academic or social support, such as students from economically disadvantaged backgrounds, schools can offer more targeted and effective interventions, ultimately enhancing student outcomes. This approach aligns with best practices in personalized education, ensuring that students with distinct needs are given the opportunity to succeed.

Legally, the proposed lottery system complies with both federal and state laws that mandate equal access to education. The Individuals with Disabilities Education Act (IDEA) and Title VI of the Civil Rights Act require schools to ensure non-discriminatory access to education for all students, regardless of race, ethnicity, or disability. By incorporating a weighted lottery, Focus Academy will demonstrate its commitment to these legal requirements, ensuring fair access to the school for all students.

A weighted lottery system is supported by research and evidence across multiple fields. Using a weighted lottery will help Focus Academy fulfill its mission of providing a high-quality, inclusive education that addresses the needs of all students, particularly those from underserved communities, while remaining in compliance with legal standards.

**Q213. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:**

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



#### APPLICATIONS:

- Applications will be accepted online during the Open Enrollment Period that will run from September 15, or upon approval to Ready to Open, through January 31.
- During the application process, applicants will be asked to identify whether or not they are economically disadvantaged or have an Enrollment Preference.
- All applications received during the Open Enrollment Process will be eligible for the lottery, which will be conducted for any grade in which the applications exceed the available spots.

#### LOTTERY PROCESS:

- Focus Academy will set aside 30% of the spaces in each grade level for students who are economically disadvantaged.
- The electronic lottery process will provide more weight to students identified as economically disadvantaged to ensure that the 30% of spots set aside are filled, if possible, with economically disadvantaged students.
- After all spots are filled in a grade level, remaining applicants will be put on a numbered waiting list.

#### ENROLLMENT:

- Applications received after the lottery will be taken on a first come, first served basis. If there is a spot for a new applicant, he or she will be offered enrollment; if there are not spaces available for a new applicant, the application will be put at the end of the numbered waitlist.
- As spaces open up, the next applicant on the waiting list for that grade will be offered enrollment.
- Students who are offered a place will be given at least 2 weeks to enroll.
- Admission Refusal - Notwithstanding any law to the contrary, Focus Academy will refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-390.5 through G.S 115C-390.11 until the period of suspension or expulsion has expired.

#### POLICIES:

- Re-Enrollment policy - Once enrolled, students are not required to reapply in subsequent enrollment periods. To help Focus Academy accurately determine the number of available seats each enrollment period, the school will ask families to complete and return an Intent to Return Form.
- Withdrawal Policy - students who withdraw from Focus Academy but desire to be enrolled again must submit an application and go through the admissions and lottery process like a regular applicant.

### 11.8. Certify

Q214. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

☐ Yes

☒ No

Q215. **Explanation (optional):**

Focus Academy Charter School submitted an application in the last application cycle. The board has taken feedback from the Charter School Review Board and made significant improvements to the application but there are still many elements, including programs, plans, and specific language, that is shared with Focus Academy's previous application.

## Section



Joseph Maimone

Ratings

Meets the  
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



## 12. Operations

### 12.1. Transportation Plan

Q216. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

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

1. Focus Academy will ensure that transportation is not a barrier to accessing a high-quality education. To achieve this, Focus Academy will implement a comprehensive transportation plan that aligns with its mission, meets the needs of the targeted student population, and fits within the proposed budget. The school will contract with a reputable transportation service provider to ensure safe and reliable bus transportation for students. Focus Academy will explore partnerships with the local school district to determine if shared transportation services are feasible, providing an additional option for families. This oversight will be done by the principal during Year 1 and by a designated school staff person in subsequent years.

2.

To support students with special transportation needs, Focus Academy will ensure that buses are available which include essential accessibility features, such as wheelchair lifts and specialized seating. The transportation plan will adhere to all Individuals with Disabilities Education Act (IDEA) requirements, providing door-to-door or curb-to-curb services as specified in a student's Individualized Education Program (IEP). Adequate funding will be allocated within the budget to cover these accommodations, guaranteeing equal access for all students while maintaining financial sustainability for the school's overall operations.

3.

Focus Academy will ensure that the school is in compliance with state and federal transportation laws and regulations. The school will work closely with the contracted transportation provider to ensure that all drivers are properly licensed and trained, that vehicles undergo routine safety inspections, and that all applicable safety protocols are followed. Focus Academy will provide a safe, efficient, and inclusive transportation system that supports student access to education while maintaining fiscal responsibility.

4. Focus Academy has budgeted \$78,000 which will provide one bus for about 60 - 80 students. Since Focus Academy plans to draw many students from nearby neighborhoods, and most of the students will be in K and 1st grades, one bus is expected to be adequate.

### 12.2. School Lunch Plan

Q217. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school



intends to participate in the National School Lunch Program, include the following components in the response:

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

Focus Academy plans to apply for participation in the National School Lunch Program (NSLP) to provide students with access to free or reduced-price meals based on their economic needs. Additionally, the school will explore participation in the Community Eligibility Provision (CEP) to further support food security among students. By engaging in these programs, Focus Academy will ensure that all students receive nutritious meals that meet federal nutrition standards while addressing the needs of economically disadvantaged students and promoting overall student well-being.

1.

Focus Academy will comply with all federal, state, and local regulations governing school lunch programs. The school will strictly adhere to the guidelines and requirements established by state and local authorities, as well as the nutritional standards set by the USDA's National School Lunch Program (NSLP), ensuring the provision of healthy and well-balanced meals for all students.

2.

Focus Academy is committed to reducing the stigma often associated with receiving free or reduced-price meals. To achieve this, Focus Academy plans to implement inclusive strategies such as establishing an on-campus food pantry to support students in need. Focus Academy will also explore the possibility of applying for and offering a universal free breakfast and lunch program to ensure that all students have access to nutritious meals at no cost, regardless of their economic status.

To further support low-income students, Focus Academy will actively participate in the National School Lunch Program (NSLP). Through this program, the school will receive reimbursement for each meal served, with higher reimbursement rates provided for meals offered to students eligible for free or reduced-price lunch. This approach will ensure that all students receive the nourishment they need while maintaining financial sustainability for the school.

3.

Focus Academy will implement multiple strategies to collect free and reduced-price meal eligibility information from qualifying families. At the beginning of the school year, paper application forms will be distributed to parents, while online applications will be made available through the school's website for added convenience. Additionally, the school will collaborate with community organizations to ensure that families who may qualify for meal assistance are informed and supported in the application process.

To uphold the privacy and confidentiality of families seeking assistance, Focus Academy will ensure that the application process remains both accessible and secure. Families with language barriers will be provided with translation services and additional support to facilitate a smooth and equitable application experience.

Furthermore, Focus Academy will explore participation in the Community Eligibility Provision (CEP). Should the school choose to implement this provision, eligibility will be determined through a comprehensive methodology that includes analyzing income data, participation in other assistance programs, and additional relevant factors to accurately assess the percentage of students eligible for meal benefits.

### 12.3. Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter





school while obtaining and maintaining insurance at a minimum in the following amounts:


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

#### Q218. Attach Appendix L: Insurance Quotes

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

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

##### Applicant Evidence :


Appendix L - 2025 FACS Pr...

Uploaded on **4/21/2025** by  
**Sherria Grubbs**



Joseph Maimone

##### Comments :

The Charter Agreement requires a minimum of \$250,000 per occurrence coverage of employee theft/dishonesty. That may be what is meant by the Fidelity Bond coverage.

## 12.4. Health and Safety Requirements

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

Q220. We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. The Board Chair must sign this question.

Signature



*Shemal Grubbs*

### 12.5. Start-Up Plan

Q221. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).



The start-up plan for Focus Academy will be carefully structured with defined tasks, timelines, and assigned responsibilities to ensure a smooth and efficient launch. Focus Academy has already secured a location that has a current ECO. Upon approval, the focus will be on successfully completing the Ready to Open process and recruiting staff and students. The governing Board and school leadership team will oversee these efforts

FOCUS ACADEMY CHARTER SCHOOL				
START-UP PLAN				
Task	Beginning Date	End Date	Responsible Party	
Develop marketing package	CSRB Approval	June	Principal, ATA	
Facilitate inspections for temporary location	June 2025	June 2025	Board	
Schedule marketing activities	Ongoing	Ongoing	Principal, ATA	
Secure start-up funds	CSRB Approval		Board, ATA	
Identify permanent site	July 2026	January 2027	Principal, Board	
Recruit staff	CSRB Approval	July 2026	Principal	
Secure office, phone, fax, etc.	CSRB Approval	February 2026	Principal	
Set up financial accounts, processes	Ongoing	February 2026	Principal, Board, ATA	
Board/principal training	September 2025	June 2026	OCS, Board, ATA	
Continue development of permanent site	Upon Identification	Ongoing	Board, Developer	
Apply for 501c3	February 2025	July 2025	Principal	
Set up application	August 2025	September 2025	Principal, ATA	
Information Meetings (monthly)	August 2025	April 2026	Principal	



Social Media campaign	CSRB Approval	September 2026	Principal, ATA
Develop policy manuals, handbooks, opening plan	September 2025	July 2026	Principal, Board
Order curriculum and supplies	February 2026	March 2026	Principal
Order furniture	March 2026	April 2026	Principal
Order computers, Chromebook, etc.	April 2026	May 2026	Principal
Secure internet, IT services	September 2025	February 2026	Principal, ATA
Execute EC related services contracts	April 2026	May 2026	Principal
Plan lunch vendors	May 2026	June 2026	Principal, staff, ATA
Secure bus transportation services	April 2026	June 2026	Principal, ATA
Hold grade-level socials	June 2026	July 2026	Principal, Staff
Continue enrollment activities	February 2026	June 2026	Principal, Staff
Hold public lottery	February 2026	February 2026	Principal, ATA
Verify enrollment information	April 2026	June 2026	Principal, Staff, ATA
Request records	June 2026	June 2026	Principal, Staff, ATA
Review EC files	March 2026	August 2026	Principal, EC Staff
Schedule PD	March 2026	June 2026	Principal
Choose auditor	May 2026	June 2026	Board
Help establish PTO	February 2026	June 2026	Principal, Staff



Recruit substitute teachers	March 2026	August 2026	Principal
Register employees for benefits	May 2026	June 2026	Principal, Staff, ATA
Review and revise budget	April 2026	May 2026	Principal, Board, ATA
RTO Reports	September 2025	May 2026	Principal, Board, ATA
Renew/revise insurance	May 2026	June 2026	Principal, Board



**Q222. 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.**

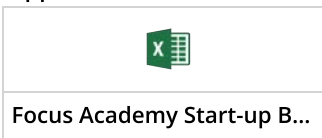
The Board foresees several challenges in launching a new school, such as securing adequate funding for the planning year, hiring qualified staff, and attracting students to meet the enrollment projections.

The board has already secured a facility, one of the biggest barriers for new schools. The board is also working with American Traditional Academies, which has agreed to a loan of up to \$150,000 for start-up costs during the planning year. Additionally, Focus Academy is pursuing other funding sources including donations, fundraising, and other loans.

Recruitment of staff and students will be done primarily through marketing efforts. Focus Academy is continuing to develop its website, social media presence, marketing materials, and community partnerships. The marketing budget of \$7,000 does not include design, strategy, copywriting, and logistical assistance which will be provided by ATA. Focus Academy board members will also continue their community outreach efforts that include engaging with local businesses and attending community events.

The Board will prioritize key aspects of the start-up plan to ensure that the school opens on time, fully staffed, and fully enrolled. infrastructure. The Board aims to build strong support systems by engaging parents and the local community to contribute to the school's success.

**Applicant Evidence :**



Uploaded on **4/18/2025** by  
**Sherria Grubbs**



**Joseph Maimone**

**Comments :**

The applicant should clarify the \$50,000 for personnel in the startup budget.

## 12.6. Facility

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

**Q223. 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.**



Focus Academy has obtained a temporary facility. To be able to use the facility for five years and to allow ample time to find and develop a permanent facility, the projected enrollment numbers have been adjusted down from Focus Academy's previous application.

Focus Academy's temporary facility has been used as a school and will continue to be through June 2025. It has a current ECO and is up to date with inspections. Focus Academy and the owner have agreed on lease terms. A Letter of Intent is included in the appendices and the parties are in the process of executing a lease. Under the agreed-upon terms, utilities are included in the rent and Focus Academy will have exclusive access to the facility.

The identified temporary facility has 15 classrooms, offices, a teacher's workroom, a gym, a dining area, a playground, and outside field space. It also includes modular units on-site to allow growth through year five. There will be some minor improvements that will need to be made but those are estimated to be completed within two months, making it reasonable to have them completed by June 2026.

A new, permanent facility will be secured and developed by July 2031. While the temporary facility is located just outside of Garner, the board is continuing to look for a permanent facility in Garner. To identify and secure the permanent facility, the Board, in collaboration with area realtors and ATA will:

- Conduct a thorough search for available properties that meet the schools criteria while also considering factors such as cost, zoning, the condition of the facility, and the suitability for educational use.
- Visit potential properties to provide an assessment on the condition, suitability for educational use, and alignment with the needs of the school.
- Negotiate with property owners or real estate agents to secure favorable terms for lease or purchase agreements which will include the duration of the lease, rent or sale price, and any necessary renovations or modifications that need to be made.
- Arrange to have any upfits or construction completed by Spring 2031.
- Coordinate with local authorities to complete all necessary inspections by June 2031.
- Address any issues identified during the inspections by completing any necessary renovations or modifications needed to ensure the facility is in compliance with regulatory requirements and to ensure a safe and functional learning environment.
- Request a final inspection for an Educational Certificate of Occupancy.
- Focus Academy will contract with professional, experienced contractors to ensure all proper and necessary steps are followed to successfully obtain an ECO.



**Q224. 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.**

For a kindergarten to sixth-grade school with 390 students and 33 staff members, it is anticipated that 20 classrooms, 4 offices, gathering spaces, and a playground will be required.

Focus Academy will need a facility with around 30,000 to 45,000 to start. Such a facility has already been secured and will house the school in years 1 through 5.

As the school grows the facility's needs will grow as well. For a permanent facility, Focus Academy anticipates:

- Classrooms: at least 33
- Specialty Spaces: dance studio, art rooms, dark room, music room,
- Administrative Offices: 3-5
- EC Classrooms and Offices: 2-5
- Common Areas: library, cafeteria, gymnasium, and multipurpose rooms
- Overall Space: 50,000-70,000 sq. ft. on about 20 acres

**Q225. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.**

Since the arts will be integrated throughout the day, special spaces will not be required, especially at first. Special arts spaces are desirable and an integral part of the long-term plans. Such spaces may include a dance studio, dark room, maker space, technology lab, and band room.

**Q226. 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 temporary space has been negotiated at an average cost of \$18/sq. ft. per year over the five year lease. That cost includes utilities.

For new construction, estimated costs may exceed \$250/sq ft. After a permanent site has been identified, Focus Academy will pursue all available funding sources including bonds and grants.

**Q227. 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.**

Focus Academy has identified and secured a temporary facility that already has an ECO. While the chances of that facility not being ready in time are slim, Focus Academy is still prepared to delay the start of school if something prevents an opening in the identified facility.

**Q228. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.**





While the Focus Academy Board does not currently include members with direct experience in facilities acquisition or management, it has taken proactive steps to ensure competent oversight of all facilities-related matters.

To ensure competent handling of facilities-related matters, the Board has partnered with Americana Traditional Academies for some operational functions including facility acquisition and development. ATA has extensive experience with charter school facilities and temporary facilities in particular.

By leveraging internal and external expertise and forming strategic partnerships, the Board is confident in its ability to manage facilities acquisition, build-outs or renovations, providing a safe and conducive environment for learning at Focus Academy.

## 12.7. Certify

Q229. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- ☐ Yes
- ☒ No

Q230. Explanation (optional):

Focus Academy Charter School submitted an application in the last application cycle. The board has taken feedback from the Charter School Review Board and made significant improvements to the application but there are still many elements, including programs, plans, and specific language, that is shared with Focus Academy's previous application.

## Section



Joseph Maimone

### Ratings

Meets the  
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



## 13. Financial Plan

### 13.1. Charter School Budget

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

Q230. **If applicable, attach as Appendix M: Revenue Assurances.** Assurances are needed to confirm the commitment of any additional sources of revenue.

N/A

Q231. **Attach as Appendix N: Proposed Budget for Year 1 through Year 5** [Click here to access and download the Budget Template \(https://www.dpi.nc.gov/2025-nc-charter-application-budget-template/download?attachment\)](https://www.dpi.nc.gov/2025-nc-charter-application-budget-template/download?attachment) **"Please be advised that Google Sheets is not supported for use with the NC charter budget template. Additionally, due to the functions running on the back end of the workbook, it is required that applicants use:**

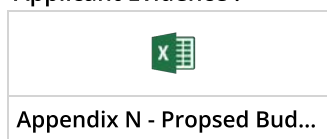
**Excel 2021 or later (PC and Mac)**

**Excel for Microsoft 365 Subscriptions (PC and Mac Versions)**

**Excel Online"**

☒ Upload Required File Type: excel Max File Size: 30 Total Files Count: 5

Applicant Evidence :



Uploaded on **4/21/2025** by  
**Sherria Grubbs**



Joseph Maimone

Comments :

It will likely be difficult for the school to hire certain positions at the budgeted salary ranges. For example a licensed Exceptional Children's teacher in Wake County will likely have higher offers than \$58,000 per year.

### 13.2. Budget Narrative



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

**Q233. How was the student enrollment number projected?**

The enrollment numbers were projected by gauging interest and need in the community, demographic analysis, and facility capacity.

The performance of the schools in the larger Garner area are not serving students well, especially traditionally underserved students. Focus Academy can be an option for families who may not have many other options. The Focus Academy founders have worked for two years to engage the community and determine if there is enough interest to support a school. Through community meetings, events, testimonials, and survey results, the board believes that a significant demand exists for this school in this area.

The area around Garner, including the temporary location, is an area that is projected to grow. By 2029 it is projected that within a 3 mile radius of the identified location there will be more than 8700 children ages 5-14. Focus Academy's enrollment will represent just 3% of that number.

The Focus Academy projected enrollment in this application is less than the projected enrollment in its application in the last application cycle. The identified temporary facility, with a main education building and on-site modular buildings, will comfortably accommodate 390 students, so Focus Academy adjusted the enrollment projections to reach that 390 ADM in year five. Though it means that fewer students will benefit from Focus Academy's arts integrated program at first, delaying the enrollment growth allows Focus Academy time to develop a name in the community as well as time to identify and develop a permanent facility.

A modest opening of 200 students in year one is achievable given the current interest, the density and growth predictions of the area, and the capacity of the facility.

**Q234. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.**

The Focus Academy founders have had extensive engagement with the community in the greater Garner area. They have attended meetings and community events, met with church groups, hosted information meetings, had many interviews with potential board members, and held an interest survey. Overwhelmingly, people in Garner and surrounding areas have expressed enthusiasm for an arts-integrated, tuition-free charter school. The Focus Academy bussing plan and weighted lottery also set it apart from other area options.

Of the 300 survey responses received, 97% expressed interest in a school that integrates arts into the classroom. 88% indicated that they would be interested in enrolling their children in a new charter school in the Garner area.

Coupled with the low performance of other area schools, the interest expressed by the community over the last two years as well as the strong survey results indicates that a relatively low initial enrollment of 200 students is reasonable and achievable.

**Q235. Provide the break-even point of student enrollment.**

The break-even point of student enrollment is 196.

**Q236. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received**



**or are lower than estimated.**

If revenues do not meet expectations, Focus Academy is prepared to take many measures to ensure that the school will still be successful.

One thing that the school will do is be very strategic about hiring. By not hiring staff members until the application numbers are achieved, the school protects itself against being over-staffed. Other cost-savings can be achieved by lowering the projected purchase of technology and instructional supplies and fine arts materials. Reducing those line items may require some creativity on the part of the teachers but will not jeopardize the core instruction.

Focus Academy will also look at the possibility of re-negotiating contracts if necessary. ATA has expressed a willingness to work with Focus Academy to make sure that the school can open successfully. Additionally, the landlord may also be willing to adjust the rent payments if it means that the school can be successful.

All other budgetary line items will also be looked at and small savings are likely to be achieved on each one.



Joseph Maimone

**Comments :**

The school could risk losing the highest quality candidates if it waits to hire until it has the application numbers, especially given the fact that it has some financial startup assistance from American Traditional Academies.

**Q237.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.**

No, the budget does not rely on other funds.

**Q238.Provide the student to teacher ratio that the budget is built on.**

The student teacher ratio that the budget is built on is 1:14.

**Q239.Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.**



The Board of Directors at Focus Academy Charter School possess a strong collective foundation to successfully implement and oversee the school's financial plan. The board includes members with diverse expertise in education, governance, business management, law, and community engagement, along with a member who has a background in finance. This member brings essential knowledge in budgeting, financial oversight, and fiscal responsibility, which enhances the board's capacity to manage school finances effectively.

Together, the board is well-positioned to provide strategic financial oversight, review and approve budgets, monitor expenditures, and ensure accountability and transparency in all financial matters. Their collaborative approach allows them to evaluate financial reports, support the development of sound fiscal policies, and make informed decisions that align with the school's mission and academic priorities.

To ensure competent handling of financial-related matters, the Board has partnered with American Traditional Academies for some operational functions which includes finances and benefits. ATA has extensive experience with charter school finances, budgets, and financial reports.

By leveraging internal and external expertise and forming strategic partnerships, the Board is confident in its ability to manage and oversee a financial plan that will ensure long-term sustainability for the ongoing success Focus Academy.



Joseph Maimone

**Comments :**

The applicant should clarify the financial experience of the board member referred to in this section. It appears to be different from what had been provided in the previous section.

**Q240. 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.**

The Focus Academy budget includes provisions for EC students of about 12% of the ADM. Students with especially high needs may put a strain on the budget. Special funds from the state may be available in some circumstances and Focus Academy will pursue those avenues. If, however, those funds are not available or not enough, Focus Academy is prepared to do what it takes to make sure the needs of its students are met.

A line item in the budget label Professional Contracts - Other can be used for unexpected situations as described. Other cost-saving measures can be taken to free up money to handle students with special needs such as reducing the ATA contract, renegotiating the lease, and lowering the projected expenses for technology and instructional materials.



Joseph Maimone

**Comments :**

The school should apply for a national provider id to have access to certain Medicaid funding that is available to reimburse certain services for special needs students.

**Q241. 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.**



Focus Academy has chosen to outsource some functions of their financial management to American Traditional Academies. ATA principals have experience with successfully opening and managing high achieving charter schools. ATA will manage payroll, benefits, accounting, bookkeeping, and financial reporting. Additionally, ATA will help Focus Academy strategically plan, budget, and manage their finances to ensure success. Along with other monthly reports, ATA will provide the Focus Academy board with monthly cashflow tracking that includes spending projections. This report will allow the board to be confident in their ability to meet all of their monthly obligations. Additionally, it will allow early detection of any concerns so that remedies can be found and problems averted.

The Focus Academy board's finance committee will meet monthly and provide oversight of ATA and the school's finances. The school's principal will provide oversight on a daily basis, closely observing and participating in the financial procedures. The principal, who is not associated with ATA, and one board member will sign all checks, the principal will approve all APs and payroll logs, and the principal will review all bank statements and other reports.

**Q242. 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.**

Focus Academy will contract with ATA for student accounting and financial services. The board had several interviews with ATA and other service providers before deciding to pursue a contract with ATA. The board will also contract for services such as custodial, EC related services, student supports such as interpreters, nurses, and counselors.

When considering which contractors to partner with or where to purchase large items, the board will collect various proposals, and consider price, service, previous experience, and recommendations from other sources. When all of the information is gathered, the principal will make a recommendation and the board will make the decision that if feels is in the best interest of the school.

**Q243. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.**

The school's budget aligns with its needs in a variety of ways. As a school that intends to integrate arts into all parts of the curriculum, a generous budget has been set aside for instructional materials and arts supplies and materials. The budget is design to work with the identified facility, and provides money for student bussing and participation in the NSLP. Small class sizes will be necessary for the chosen location and have been allowed for.

**Q244. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.**

The school's goal for an annual surplus is at least 3% each year. While the budget does not project that the first year, which is currently at 2%, care will be taken to spend money frugally and it is likely that the 3% can be achieved in year one. The budget for other years meets or exceeds the 3% surplus goal.

The school's fund balance will be built by careful budgeting, frugal spending, and strong financial procedures. Over time, the surplus's will add up to a healthy fund balance of 30 days of expenses on hand.

**Q245. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.**



Focus Academy is in the process of entering into a five-year lease for its initial facility. The lease includes utilities and fits into the school's budget. When a permanent site is identified, Focus Academy will seek ways to finance the purchase and development of that facility.

Focus Academy may borrow funds for its start-up year if necessary.

**Q246. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.**

The school will not have assets from other sources.

### 13.3. Financial Compliance

**Q247. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?**

The Focus Academy board will create comprehensive financial policies that will include, among other things, two signatures required on all checks with one being a board member, board approval required on contracts over a designated amount, and tight controls on how money is handled. Additionally, the board finance committee will be active and diligent, meeting once a month, periodically reviewing records, and tracking financial metrics monthly.

To ensure the financial health of the school and that the board's financial policies are followed, the board has contracted with American Traditional Academies to handle the financial bookkeeping and reporting. Not only will ATA submit monthly budget reports, it will provide monthly cashflow tracking that includes projections of monthly expenses, revenue, and balances to the end of the year, ensuring that any problems are caught quickly and dealt with appropriately.

**Q248. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).**

There are no known related party transactions.

**Q249. 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 board is investigating

**Faith Bynum, CPA, PC**

5800 Faringdon Place

Raleigh, North Carolina 27609

919-858-6807

**Rebecca Barr, CPA, PC**

2505-B Nash St.

Wilson, NC 27896

252-294-6920

**Darrell L Keller, CPA, PA**

105 S City St.,

Kings Mountain, NC 28086

704-739-0771

### 13.4. Certify

Q249. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☐ Yes

☒ No

Q250. Explanation (optional):

Focus Academy Charter School submitted an application in the last application cycle. The board has taken feedback from the Charter School Review Board and made significant improvements to the application but there are still many elements, including programs, plans, and specific language, that is shared with Focus Academy's previous application.

## Section





Joseph Maimone

Ratings

Meets the  
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



## 14. Other Forms

Q252. 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: 2

### Applicant Comments :


The Focus Academy Board of Directors are in the process of reviewing and selecting a board auditor. We are investigating the following auditors:

**Faith Bynum, CPA, PC** - 5800 Faringdon Place, Raleigh, North Carolina 27609 - 919-858-6807

**Rebecca Barr, CPA, PC** - 2505-B Nash St., Wilson, NC 27896 - 252-294-6920


**Darrell L Keller, CPA, PA** - 105 S City St., Kings Mountain, NC 28086 - 704-739-0771

### Resources



2025 Charter School Requi...

### Applicant Evidence :



Focus Academy - Charter S...

Uploaded on **4/23/2025** by  
**Sherria Grubbs**

## Section



Joseph Maimone

### Ratings

**Meets the  
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



## 15. Third-party Application Preparation

Q253. Was this application prepared with the assistance of a third-party person or group?

- ☒ Yes
- ☐ No

Q254. Give the name of the third-party person or group:

American Traditional Academies - Mary Catherine Sauer.

Q255. Fees provided to the third-party person or group:

There were no fees provided to American Traditional Academies for assistance with this application, though Focus Academy plans to contract with ATA for some operational services after opening.

### Section



Joseph Maimone

Ratings

Meets the  
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



## 16. Application Fee


Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 26, 2024, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 26, 2024, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

Q256.\*Application Note: The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2024, at 5:00 pm EDT.


Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307

☒ I understand

### Resources


2025 Payment Form.pdf

### Applicant Evidence :


Fee Payment Form and Ap...

Uploaded on 4/4/2025 by  
Sherria Grubbs

## Section



Joseph Maimone

### Ratings

Meets the  
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.




## 17. Signature page


Q257. [Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.](#)

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

### Resources


Signature Page.docx

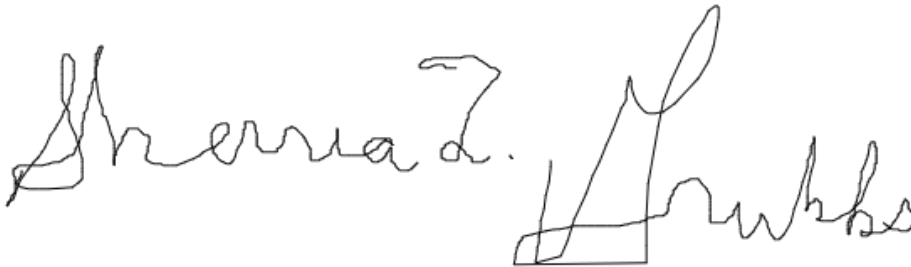
### Applicant Evidence :


Focus Academy - Signature...

Uploaded on **4/4/2025** by  
**Sherria Grubbs**

Q258. [Board chair, please digitally sign your application here.](#)

Signature



## Section



Joseph Maimone

### Ratings

**Meets the  
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Final Status



☐ Reject ☐ Approve

Approver Comments



# 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

FOCUS ACADEMY CHARTER SCHOOL, INC

the original of which was filed in this office on the 10th day of August, 2023.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 10th day of August, 2023.

*Elaine F. Marshall*

Secretary of State

State of North Carolina  
Department of the Secretary of State

ARTICLES OF INCORPORATION  
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

Focus Academy Charter School, Inc

1. The name of the nonprofit corporation is: \_\_\_\_\_

2. ☒ (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: \_\_\_\_\_ Rocket Corporate Services Inc.

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 176 Mine Lake Ct #100

City: Raleigh State: NC Zip Code: 27615 County: Wake

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: 176 Mine Lake Ct #100

City: Raleigh State: NC Zip Code: 27615 County: Wake

5. The name and address of each incorporator is as follows:

Name	Address
Dr. Sherria Grubbs	716 Trout Lilly Place Raleigh NC, 27610-4971 United States
_____	_____
_____	_____

6. (Check either "a" or "b" below.)

a. ☐ The corporation will have members.

b. ☒ The corporation will not have members.

7. ☒ Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. ☒ Attached are provisions regarding the limitation of activities of the corporation.



9. Any other provisions which the corporation elects to include are attached.

10. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: (919) 819-3435 x \_\_\_\_\_

Number and Street: 716 Trout Lilly Place \_\_\_\_\_

City: Raleigh State: NC Zip Code: 27610-4971 County: Wake \_\_\_\_\_

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ County: \_\_\_\_\_

11. Principal Office Email Address: Privacy Redaction \_\_\_\_\_

12. (Optional): Listing of Officers (See instructions for why this is important)

Name	Address	Title
Dr. Sherria Grubbs	716 Trout Lilly Place Raleigh NC, 27610-4971 United States	Executive Director
Dr. Quincy Scott	5464 Brushy Meadow Drive Fuquay-Varina NC, 27526-8489 United States	Chairperson of the Board

13. (Optional): Please provide a business e-mail address: Privacy Redaction \_\_\_\_\_.  
The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

14. These articles will be effective upon filing, unless a future time and/or date is specified: \_\_\_\_\_

This is the 24th day of July, 2023.

\_\_\_\_\_  
Incorporator Business Entity Name

Dr. Sherria Grubbs

\_\_\_\_\_  
Signature of Incorporator

Dr. Sherria Grubbs Incorporator

\_\_\_\_\_  
Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

BUSINESS REGISTRATION DIVISION  
(Revised August, 2017)

P. O. BOX 29622

RALEIGH, NC 27626-0622  
Form N-01

#### The Dissolution Clause

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue 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 organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

#### The Limitation of Activities Clause

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

(Continued) Additional Officers/Officials - Focus Academy Charter School, Inc

Dr. Quincy Scott - Chairperson of the Board Signature: Dr. Quincy Scott

Address: 5464 Brushy Meadow Drive Fuquay-Varina NC, 27526-8489 United States

Tara Bateman - Treasurer Signature: Tara Bateman

Address: 1441 Ujamaa Drive Raleigh NC, 27610-6812 United States

Measha Wilmer - Secretary Signature: Measha Wilmer

Address: 11210 Lilygate Ter. Apt 2F Raleigh NC, 27614-5924 United States

Dr. Terrance Ruth - Corporate Officer Signature: Dr. Terrance Ruth

Address: 1009 Wade Avenue, Apt 001 Raleigh NC, 27605-1867 United States

Timothy Grubbs - Corporate Officer Signature: Timothy Grubbs

Address: 716 Trout Lilly Place Raleigh NC, 27610-4971 United States

Pamela Criswell - Corporate Officer Signature: Pamela Criswell

Address: 2208 Hyde Court Creedmoor NC, 27522-8354 United States

Russell Bryant - Corporate Officer Signature: Russell Bryant

Address: 9132 Shallcross Way Raleigh NC, 27617-8380 United States

Attachment to Articles of Incorporation for  
*Focus Academy Charter School, Inc*

**The purpose for which this corporation is organized:**

Said Corporation is organized exclusively for charitable, religious, educational, and scientific 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, or the corresponding section of any future federal tax code.

State of North Carolina  
Department of the Secretary of State

SOSID: 2685264  
Date Filed: 4/23/2024 2:56:00 PM  
Elaine F. Marshall  
North Carolina Secretary of State  
C2024 107 07387

ARTICLES OF AMENDMENT  
NONPROFIT CORPORATION

Pursuant to §55A-10-05 of the General Statutes of North Carolina, the undersigned corporation hereby submits the following Articles of Amendment for the purpose of amending its Articles of Incorporation.

1. The name of the corporation is: Focus Academy Charter School, Inc

2. The text of each amendment adopted is as follows (*state below or attach*):

Removing directors: Quincy Scott, Measha Wilmer, Terrance Ruth, Pamela Criswell, and Russell Bryant

Adding Directors: Sheila Atkins 3031 Blackley Rd Oxford NC 27565 (Chairperson of the Board)

Mona Parks 104 Stockett Ct Garner NC 27529

Greggry Young 4006 Buckingham Way Apex NC 27610 (Vice Chairperson)

Robin Lyons 936 Oak Crossing St. Garner NC 27529 (Secretary)

3. The date of adoption of each amendment was as follows: 04/15/2024

4. (*Check a, b, and/or c, as applicable*)

a. ☐ The amendment(s) was (were) approved by a sufficient vote of the board of directors or incorporators, and member approval was not required because (*set forth a brief explanation of why member approval was not required*)

b. ☐ The amendment(s) was (were) approved by the members as required by Chapter 55A.

c. ☒ Approval of the amendment(s) by some person or persons other than the members, the board, or the incorporators was required pursuant to N.C.G.S. §55A-10-30, and such approval was obtained.

5. These articles will be effective upon filing, unless a date and/or time is specified: \_\_\_\_\_

This the 15 day of April, 20 24.

Focus Academy Charter School, Inc

Name of Corporation

Sherria L. Grubbs

Signature

Sherria L. Grubbs, Executive Director

Type or Print Name and Title

Notes:

1. Filing fee is \$25. This document and one exact or conformed copy of these articles must be filed with the Secretary of State.

**FOCUS ACADEMY CHARTER SCHOOL, INC**  
**BYLAWS**  
**A Non-Profit Corporation**

**ARTICLE I: NAME**

**Section 1: Name**

The name of the nonprofit corporation is FOCUS ACADEMY CHARTER SCHOOL, INC, duly authorized under the statutes of the State of North Carolina.

**Section 2: Principal Office**

The Executive Director and principal office of the Corporation is located in the city of Raleigh, in Wake County, in the State of North Carolina. The street address of the initial registered office of the Corporation is 716 Trout Lilly Place, Raleigh, North Carolina 27610 and the name of the initial registered agent at such address is Dr. Sherria Grubbs

The board of directors may change the principal office in the State of North Carolina from time to time.

**ARTICLE II: PURPOSES**

**Section 1: Purpose**

The purpose of the non-profit corporation is to establish, govern, and service a charter school under the North Carolina Charter School Statutes and to pursue other related educational endeavors.

**ARTICLE III: MEMBERSHIP**

**Section 1:** The corporation shall have no members

**Section 2:** For any actions that may require approval by a majority or all members, approval by the board of directors is sufficient.



## **ARTICLE IV: BOARD OF DIRECTORS**

### **Section 1: Powers**

The Board of Directors will manage the affairs, business, and activities of the corporation. This includes the operation of a charter school pursuant to North Carolina Law.

### **Section 2: Numbers and Qualifications, Election and Tenure**

- (a) The number of persons constituting the Board of Directors shall be no fewer than five (5) and shall not exceed nine (9).
- (b) To be qualified as a director to serve on the Board of Directors, a person must be at least twenty-five (25) years old and in good standing.
- (c) The election procedures to the Board of Directors are outlined below:
  - The board of Directors will elect its directors during the annual meeting of the Board of Directors at the conclusion of a directors term.
  - Nominations may be made by any board member.
  - A director can also nominate themselves to serve on the board.
  - A nominee is declared a Director as long as she/he receives the majority of the votes by the Board of Directors then serving.
  - A director shall serve a two (2) year term once elected. A director may not serve more than two consecutive terms.
  - Each director shall serve until his or her successor has been elected or until his or her resignation, removal, or death.

### **Section 3: Resignation**

Subject to the provisions of North Carolina law, a director may resign at any time by giving notice in writing to the Secretary of the corporation. The resignation is effective once the written notice has been received by the secretary, unless the written notice specifies that the resignation will be effective at a later date.

### **Section 4: Vacancies**

When a vacancy occurs, the remaining Directors may elect a successor to hold office for the remaining term of the Director whose place is vacant by a majority vote of the directors serving. If the vacancy causes the number of directors to fall below the minimum of 5, the remaining Directors shall elect a replacement Director as soon as practicable.



### **Section 5: Removal of Directors**

A director may be removed with or without cause by a majority of Directors then in office at any properly called meeting.

### **Section 6: Compensation**

The members of the governing board of the corporation shall receive no compensation other than reimbursement of reasonable expenses incurred while fulfilling duties as a member of the board.

### **Section 7: Ex-Officio Directors**

The Executive Director and/or the School Administrator of the Corporation shall serve as an Ex-Officio member of the Board of Directors. In addition, there may be other ex-officio Directors as elected by a majority of the Board of Directors in office. Each Ex-Officio member of the Board of Directors shall be entitled to enter into all deliberations and to receive notice of all meetings, but he or she shall not vote or be counted in determining the existence of a quorum.

### **Section 8: Duties**

The governing board of Focus Academy Charter School serves as the primary decision making body that is responsible for the overall operation of the school. The powers and duties of the board shall be to oversee the operations of Focus Academy Charter School. The duties of the governing board include the following:

- Developing and approving policies governing the operations of the school which includes academic standards, financial management, and student conduct. The board is also responsible for making sure all policies are aligned with the school's mission, charter agreements, and state regulations.
- The board will monitor the school's budget, financial health, and expenditures to ensure fiscal responsibility. The board will also approve financial reports, annual budgets, and oversee financial audits.
- The governing board will develop long term strategic plans and goals for the school's growth and for improvement of the school by setting priorities, establishing objectives, and evaluating progress towards achieving the strategic plans and initiatives.
- The governing board will represent Focus Academy Charter School within the community and develop and foster positive relationships with stakeholders. This includes local organizations, parents, students, and staff. Input will be sought from the community on important decisions and initiatives for the school.
- The governing board will ensure that Focus Academy Charter School is in compliance with all state regulations, charter provisions, and all applicable laws.
- The board will seek appropriate counsel as necessary and address all challenges and legal issues as they arise.
- The governing board will evaluate the performance of the lead administrator/principal and hold them accountable for implementing the school's

mission and achieving the goals of the school. Ongoing support will be provided to the lead administrator/principal as needed.

## **ARTICLE V: OFFICERS**

### **Section 1: Designation of Officers**

The officers of the nonprofit organization shall be the Chairperson, Vice Chairperson, Secretary, and the Treasurer. The board may designate and fill other offices as needed. Any two offices except for the Chairperson may be held by one person. No officer shall sign or execute any document in more than one capacity.

### **Section 2: Election, Tenure, Qualifications**

Officers will be elected at the annual board of directors meeting each year. If for any reason an election is not held during the annual meeting, the election will be held as soon as possible after the scheduled meeting date. Each officer of the board will serve until his or her successor has been elected or until his or her resignation, removal, or death.

No officer of the Board of Directors may sign, acknowledge, or verify any instruments in more than one capacity if the law or bylaws require that the instrument be signed, acknowledged, or verified by two or more officers of the Board of Directors.

### **Section 3: Subordinate Officers and Agents**

The board may appoint other officers or agents to chair committees or to perform other duties. Each officer or agent shall hold office for such a period, have such authority, and perform such duties as the board determines. The board may decide to delegate to any officer or agent the authority to appoint subordinate officers or agents and to prescribe their respective authorities or duties.

### **Section 4: Executive Director/School Administrator**

The Executive director, with compensation as the amount will be decided by the board, shall manage all business and affairs of the corporation and control over its employee's. The Executive Director/School Administrator shall perform other duties as assigned by the Board of Directors, including managing day-to-day operations, oversee the planning, implementation, and development of the corporation in a manner that aligns with the mission, vision, and educational purpose of the corporation. The Executive Director/School Administrator shall be a principal officer of the corporation, and subject to the control of the Board of Directors, shall supervise and control the management of the corporation in accordance with these bylaws.

The Executive Director/School Administrator shall sign, with any other proper officer, any deeds, mortgages, bonds, contracts, or other instruments which may be lawfully executed on behalf of the Corporation, except where required or permitted by law to be otherwise signed and executed and except where the signing and execution thereof shall be delegated by the Board of Directors to some other officer or agent; and, in general, the Executive Director/School Administrator shall perform all duties incident to the office of Executive Director and such other duties as may be prescribed by the Board of Directors from time to time.

The Executive Director/School Administrator shall serve as an ex-officio member of the Board of Directors.

#### **Section 5: Chairperson**

The Chairperson shall have general charge of managing, supervising, organizing the business and affairs of the Board of Directors. The chairperson shall have the responsibility of conducting board meetings and shall perform such other duties as assigned by the board.

#### **Section 6: Vice Chairperson**

At the request of the Chairperson, or in the absence or disability of the Chairperson, the Vice Chairperson shall perform the duties of the Chairperson and when so acting shall have all the powers of and be subject to all the restrictions upon the Chairperson.

#### **Section 7: Secretary**

The secretary shall keep the minutes of the board, or cause them to be taken, and shall see that all notices are given in accordance with the provisions of these bylaws or as required by the law. The secretary shall be the custodian of the statements, books, records, reports, certificates, and other documents of the Corporation and the seal of the Corporation, and shall see that the seal is affixed to all documents requiring such seal. The secretary shall sign such instruments as may require the signature of the secretary, and in general perform all duties and incident to the office of Secretary, and shall perform such other duties and have such authority as may be assigned by the Board of Directors.

#### **Section 9: Treasurer**

The treasurer shall have supervision over the funds, receipts, disbursements, and securities of the corporation. The treasurer shall perform such other duties and have such authority as may be assigned or granted by the Board of Directors. The treasurer may be required to give bond for the faithful performance of the duties of the office in such form and amount as the Board of Directors may determine.

## **ARTICLE VI - MEETINGS**

### **Section 1: Place of Meetings**

The Board of Directors will hold meetings at the nonprofit principal office or at any place the Board of Directors may from time to time select.

### **Section 2: Annual Meetings**

The Board of Directors will hold its annual meeting during the month of June at the usual meeting time as established by the Board of Directors for the purpose of electing officers for the ensuing year, approving financial reports, and to transact other business that may be specified in the notice of the meeting.

### **Section 3: Regular Meetings**

The board will meet monthly, with a minimum of eight (8) times a per year, with a date, time, and place being designated by the Chairperson or the Chairperson's designee. One of these meetings shall be the annual meeting (section 2) of the Board of Directors. The North Carolina open meeting laws will be followed during all meetings of the Board of Directors.

### **Section 4: Special Meetings**

In accordance with state law, special meetings may be called by the Board Chairperson or by the request of three or more board members. All board members must be notified not less than 48 hours in advance of the place and time of the special meeting and the topics to be addressed. Due notice of such meetings shall be given to the public and shall include at a minimum the posting of a written notice at least 48 hours at the place of regular meetings.

### **Section 5: Notice of Meetings**

Notice of any regular meeting, including the annual meeting of the Board of Directors, shall be given to Board members at least one week (seven (7) days) prior thereto. Notice of any special meeting of the board of directors shall be given at least 48 hours prior thereto. All notices shall be provided in writing delivered through email (electronically), personally, or sent by mail to the address of each director shown on the records of the corporation with a confirmation from each director that the notice was received and to be sent to the secretary.



**Section 6: Emergency Meetings**

When special circumstances occur and are so declared by the Board, the Board may meet on less than 48 hours notice. Board members and the public shall be given as much notice of the meeting and subjects expected to be considered as reasonable under the circumstances. The minutes of the meeting shall reflect the reason for holding the meeting on the less than 48 hours notice and the nature of the notice given.

**Section 7: Quorum**

The presence of a majority of the Board of Directors having voting authority and currently in office shall constitute a quorum for the transaction of business. If a quorum is not present at the time and place of any meeting, the Directors present shall adjourn the meeting until a quorum shall be present.

**Section 8 Meetings By Telephone or Video Conference**

Any annual, regular, or special meeting may be held by telephone or video conference, if all Directors participating in the meeting can hear one another. All participating directors will be considered present at the meeting for all purposes.

**Section 9: Decision Making/Voting**

Except as otherwise expressed by statute, or by the Charter of the Corporation or by these Bylaws, the actions of the majority of the Directors present at a meeting in which there is a quorum shall be the action of the Board of Directors.

**ARTICLE VII - COMMITTEES****Section 1: General**

The Board shall have three (3) standing committees-Finance, Personnel, and Academic. Committees shall meet and conduct business between board meetings and make reports and recommendations at board meetings. Each Director shall serve on at least one standing committee. The Chairperson may from time to time create ad hoc committees to perform specific purposes as needs arise.

**Section 3: Finance Committee**

The Chair of the Board shall nominate and the Board of Directors shall elect a Finance Committee. Membership on this committee will not be restricted to the Board of Directors. The Chairperson of the Board of Directors and the School Administrator/Executive Director shall serve as members of the Finance Committee. The Finance Committee shall supervise the financial affairs of the School and shall make recommendations from time to time in regard to the operating and capital budgets, salaries, and other business affairs.

#### **Section 4: Personnel Committee**

The Chair of the Board shall nominate and the Board of Directors shall elect a Personnel Committee. The Personnel Committee will advise the Board of Directors on matters pertaining to the supervision and management of the Executive Director/School Administrator. The Board of Directors hires the charter school administrator.

#### **Section 4: Academic Committee**

The Chair of the Board shall nominate, and the Board of Directors shall elect an Academic Committee. Membership on this committee will not be restricted to the Board of Directors. The Chairperson of the Board of Directors and the School Administrator/Executive Director shall serve as members of the Academic Committee. The Academic Committee will evaluate, monitor, and suggest any necessary changes to the educational program of the school.

### **ARTICLE VIII: Conflict of Interest**

#### **Section 1: Definition**

"Conflict of interest transaction" means any transaction in which a director has a direct interest or an indirect interest. A director has a direct interest in a transaction if the director or a member of the director's immediate family has either a material financial interest in the transaction or a relationship with the other parties to the transaction that might reasonably be expected to affect his or her judgment. A director has an indirect interest in a transaction if either (i) another entity in which the director has a material financial interest or in which the director is a general partner is a party to the transaction, or (ii) another entity of which the director is also a director or is an officer or trustee is a party to the transaction and the transaction is of sufficient importance that it should be considered by the Board of Directors of the School.

#### **Section 2: Special Requirements**

A conflict of interest transaction is not voidable by the School solely because of a director's interest in the transaction if (1) the material facts of the transaction and the director's interest were disclosed or known to the Board of Directors or a committee of the Board and the Board or Committee authorized, approved or ratified the transaction, or (2) the transaction was fair to the School.

#### **Section 3: Disclosure**

A director who has a direct or indirect interest in any transaction presented to the Board of Directors or any committee of the Board shall disclose his or her interest.

#### **Section 4: Approval**

A conflict of interest transaction must be authorized, approved or ratified by the affirmative vote of a majority of the directors (not less than two) on the Board of Directors (or the appropriate committee) who have no direct or indirect interest in the transaction and to whom the material facts of the transaction and of any director's interest in the transaction were disclosed or known. If a majority of the directors, who have no direct or indirect interest in the transaction vote to authorize, approve or ratify the transaction, a quorum is present for the purpose of taking such action. The presence of, or a vote cast by, a director with a direct or indirect interest in the transaction does not affect the validity of any action taken in accordance with this paragraph.

### **ARTICLE IX: LIABILITY AND INDEMNIFICATION**

#### **Section 1: Indemnification by the Corporation**

No Director or Officer of the nonprofit corporation will be personally liable for the payment of the nonprofit corporation's debts and liabilities except as any Director or Officer may be liable by reason of his or her own conduct or acts. However, relief from liability for the nonprofit corporation's debts will not apply in any instance where that relief is inconsistent with any provisions of the Internal Revenue Code applicable to organizations described in Section 501(c)(3).

Subject to the previous paragraph, the nonprofit corporation shall indemnify every Director or Officer and his or her heirs, executors, and administrators, against expenses actually and reasonably incurred by him or her, as well as any amount paid upon judgment, connection with any civil or criminal action, suit, or proceeding to which he or she may be made a party because of his or her role as a Director or Officer of the nonprofit corporation. This indemnification is being given since the Directors will be requested to act by the nonprofit corporation for the nonprofit corporation's benefit. This indemnification is exclusive of all other rights to which a Director may be entitled.

The corporation agrees to indemnify and hold harmless the SBE, the CSRB, DPI, the constituent institutions of the University of North Carolina, and local boards of education, their officers, agents, employees, successors, and assigns from all claims, damages, losses and expenses, including attorney's fees, arising out of or resulting from any action of the School caused by any intentional or negligent act or omission of the School, its officers, agents, employees, and contractors.

**Section 2: Entitlement to Indemnification**

Every person claiming indemnification under this Article IX (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the "referee"), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article IX and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee's findings that is within the possession or control of the Corporation.

**Section 3: Relationship to Other Rights**

The right of indemnification provided in this Article IX shall be in addition to any rights to which any person may otherwise be entitled.

**Section 4: Extent of Indemnification**

Irrespective of the provisions of this Article IX, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

**Section 5: Advancement of Expenses**

Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

**Section 6: Purchase of Insurance**

The Board of Directors shall purchase insurance covering the Corporations' liabilities and obligations under this Article IX and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.



## **ARTICLE X: FISCAL MATTERS**

### **Section 1: Delegation by the Board of Directors**

The Board of Directors may authorize any officer, employee or agent to enter into any contracts or to sign and deliver any instruments in the name of the nonprofit corporation. The authority granted by the Board of Directors may be general or specific instances.

### **Section 2: Authority over certain funds**

If at any time the nonprofit corporation is a beneficiary of a charitable lead trust, a charitable remainder trust, or other similar trust and the Charitable Trust was established by Director, an officer, or a substantial contributor to the nonprofit corporation, the Director, officer, or substantial contributor who established the Charitable Trust is prohibited from acting on matters concerning funds coming to nonprofit corporation from the Charitable Trust.

The Director who establishes a Charitable Trust must adhere to the Conflict of Interest Policy.

Any funds received from a Charitable Trust must be segregated into a separate accounting line item in the nonprofit corporation's financial records.

For all purposes concerning any funds received from a Charitable Trust described above, the term substantial contributor has the same meaning as provided in **(IRS)** Internal Revenue Code Section 507(d)(2)(A).

### **Section 3: Deposits**

All nonprofit corporation funds will be deposited to the nonprofit corporation at those banks, trust companies or other depositories selected by the Board of Directors. But the Board of Directors may authorize any officer, employee or agent to select the banks, trust companies or other depositories into which the funds of the nonprofit corporation will be deposited.

### **Section 4: Checks and Drafts**

All checks, drafts and other orders for payments of money, notes, or other evidence of indebtedness by the nonprofit corporation must be signed by those officers, agents or employees selected by the Board of Directors, and in the manner determined by majority resolution of the Board of Directors.

**Section 5: Loans**

The nonprofit corporation is prohibited from making any loans or borrowing any funds unless specifically authorized by a resolution of the Board of Directors. The authority granted by the Board of Directors may be general or confined to specific instances. The nonprofit corporation will not make any loans to its Directors or officers.

**Section 6: Investments**

The nonprofit corporation's funds may be invested in any investments selected by the Board of Directors or any investment manager appointed by the Board of Directors for that purpose. In making any investments, the Board of Directors or investment manager (as the case may be) should give due regard to balancing the need to preserve principal, to produce income and capital gains, and to achieve long-term growth of the nonprofit corporation's assets.

**Section 7: Separate Account**

The nonprofit corporation must segregate any funds received from a Charitable Trust into a separate accounting line item in the nonprofit corporation's financial records. The nonprofit corporation shall administer the separate account in such a manner as to allow tracing of the funds into and out of that account. The separate account must be administered and distributed by a separate fund committee, and the Director, the officer, or the substantial contributor who established the Charitable Trust from which the nonprofit corporation received the fund may not process any power over this account or this separate fund committee.

**Section 8: Expenses**

The Board of Directors will pay all expenses of the nonprofit corporation including, but not limited to, custodian, management fees, legal fees, and accounting fees and charges first from revenue and then from the principal assets of the nonprofit corporation.

**Section 9: Third Party Contracts**

All third-party contracts must include the following language:

*No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.*

## **ARTICLE XI: OTHER PROVISIONS**

### **Section 1: Corporate Seal**

The corporate seal shall be in such form as shall be approved by the Board.

### **Section 2: Fiscal Year**

The fiscal year of the Corporation will commence on July 1st of each year and conclude on June 30 of each year.

### **Section 3: Amendments to Bylaws**

These bylaws may be altered, amended, or repealed, or new bylaws adopted at any regular or special meeting upon a majority of the vote of the Board members having voting authority and currently in office, pending approval from the Office of Charter Schools or the Charter School Review Board.

### **Section 4: Books and Records**

The corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of its Board. Books and records of the corporation shall be subject to the North Carolina public records laws.

### **Section 6: Meeting Regulation**

All meetings of the Board shall be in compliance with the North Carolina Open Meetings Law, Article 33C. While the Board may elect not to proceed in full compliance with the Roberts Rules of Order, it will serve as a guideline for the conduct of all meetings.

### **Section 7: Prohibited Activities**

The Corporation shall comply with all prohibitions against substantial lobbying and involvement in political campaigns for public candidates, contained in Section 501(c)3 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its Board members or Officers.

Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on:

- by corporations exempt from federal income tax under Section 501(c)3 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws,
- by a corporation, contributions to which are deductible under Section 17Q(c)2 of the Code.



### Section 8: Disposal of Assets

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the corporation, dispose of all of the assets of the Corporation as directed pursuant to North Carolina General Statutes.

The undersigned persons certify the foregoing by-laws have been adopted for the Corporation, in accordance with the requirements of the North Carolina Nonprofit Corporation Act.

We the undersigned are the initial Board of Directors, or incorporators of Focus Academy Charter School, Inc, and we consent to, and hereby do, adopt the foregoing bylaws, consisting of the preceding pages, as the Bylaws of this Corporation.

Adopted and Approved by the Board of Directors on this 14<sup>th</sup> day of

April, 2025.

Dr. Sherria Grubbs  
Dr. Sherria Grubbs

April 14<sup>th</sup>, 2025

Shawin DuBois  
Shawin DuBois

4/18, 2025

Tara Batemon  
Tara Batemon

4/14, 2025

Karon Holloman  
Karon Holloman

4/15, 2025

Asia Prince  
Asia Prince

4/18, 2025

\_\_\_\_\_, 2025

\_\_\_\_\_, 2025

\_\_\_\_\_, 2025

\_\_\_\_\_, 2025

While Focus Academy Charter School. Inc has been officially authorized by the NC Secretary of State; we have not yet filed for 501(c)(3). We are currently in the process of working on and filing for our tax-exempt status.

Sincerely,

Dr. Sherria Grubbs

Academic School Year		Grade Levels	Total Projected Student Enrollment
Year 1	K,1,2,3,4		200
Year 2	K,1,2,3,4,5		240
Year 3	K,1,2,3,4,5,6		290
Year 4	K,1,2,3,4,5,6,7		340
Year 5	K,1,2,3,4,5,6,7,8		390

**Academic  
School Year**

**Grade Levels**

**Total Projected  
Student Enrollment**

Year 1

Year 2

Year 3

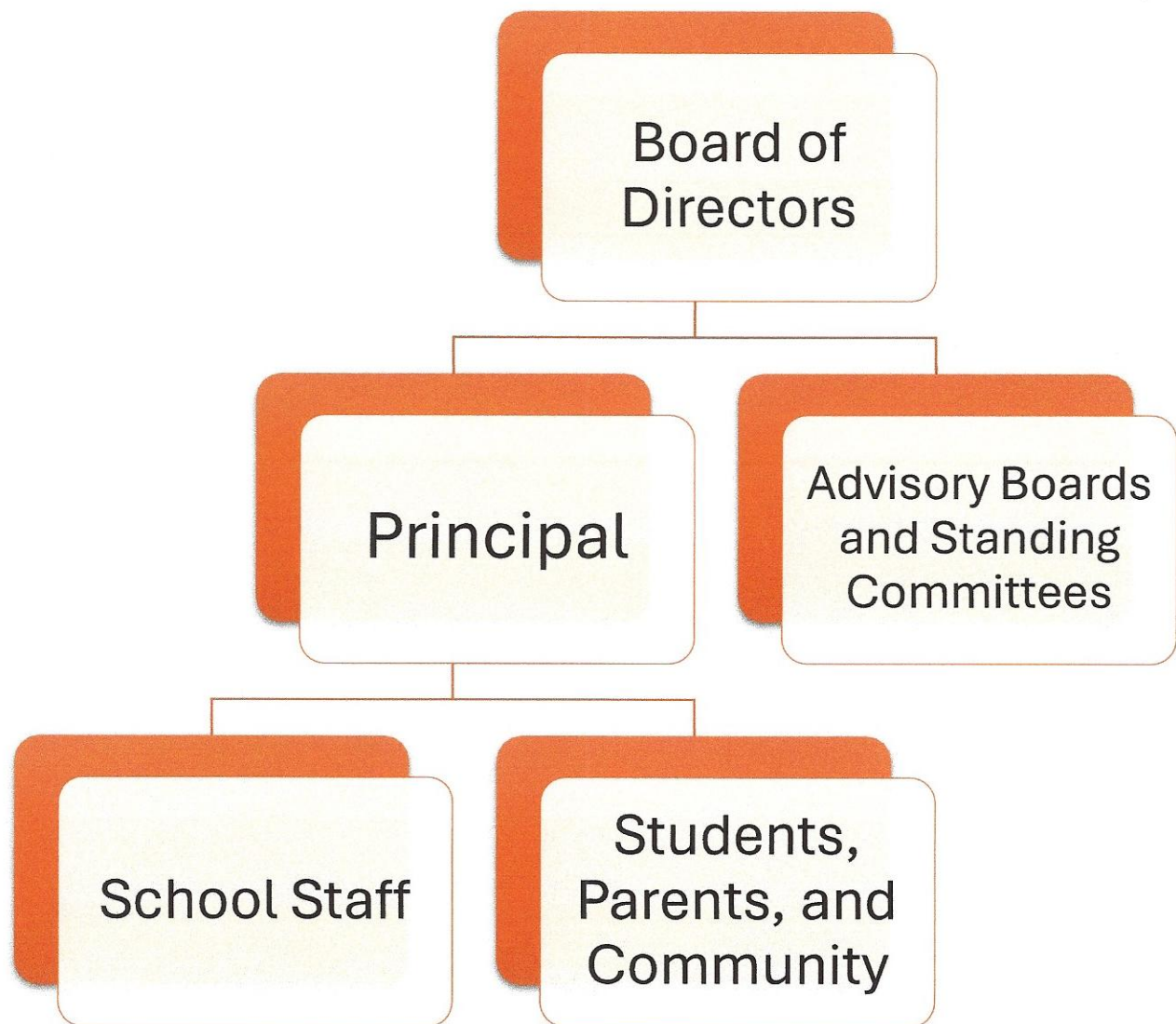
Year 4

Year 5

<b>Ethnicity/Race</b>	<b># of Students</b>	<b>Percentage (%)</b>
American Indian or Alaska Native	2	1%
Asian	4	2%
Black or African American	80	40%
Hispanic	24	12%
Native HI or Pacific Islander	0	0%
Two or More Races	14	7%
White	100	50%
<b>EDS Subgroups</b>		
Economically Disadvantaged Students	70	35%
Students with Disabilities	24	12%
English Language Learners	4	2%
Students Experiencing Homelessness	2	1%



# FOCUS ACADEMY CHARTER SCHOOL ORGINIZATIONAL CHART



**Word of God Fellowship Church**

3000 Rock Quarry Rd  
Raleigh, NC 27610

April 16, 2025

**Dr. Sherria Grubbs**, Founder/Chairperson  
Focus Academy Charter School  
Raleigh, NC

**RE: Letter of Intent to Lease Property at 3000 Rock Quarry Rd, Raleigh, NC 27610**

Dear Dr. Grubbs,

This letter serves as a formal expression of intent from Word of God Fellowship Church to lease the property located at 3000 Rock Quarry Rd, Raleigh, North Carolina, to Focus Academy Charter School for use as a school facility.

**Proposed Terms:**

- **Landlord:** Word of God Fellowship Church
- **Tenant:** Focus Academy Charter School and Dr. Sherria Grubbs
- **Property Address:** 3000 Rock Quarry Rd, Raleigh, NC 27610
- **Current Use of the Property:** Christian academy operated by Word of God Academy
- **Use:** Educational facility for students and staff
- **Lease Term:** 5 years 2 months, starting April 1<sup>st</sup> 2026, with an option to renew, terms TBD
- **Commencement Date:** April 1<sup>st</sup> 2026
- **Monthly Rent:**
  - April 1, 2026 – July 31, 2026: \$500 per month
  - August 1, 2026 – May 31, 2027: \$29,167 per month
  - June 1, 2027 to May 31, 2028: \$33,333 per month
  - June 1, 2028 to May 31, 2029: \$37,500 per month
  - June 1, 2029 to May 31, 2030: \$38,625 per month
  - June 1, 2030 to May 31, 2031: \$39,784 per month
- **Security Deposit:** To Be Determined
- **Responsibility for Utilities and Maintenance:** Landlord will pay for electricity and water. Tenant will be responsible for other utilities and maintenance.

This Letter of Intent is non-binding and is intended to serve as a basis for drafting a formal lease agreement. We are open to discussing any terms necessary to support a successful partnership and are happy to work with your legal and administrative team during the process.

Please let us know if you wish to proceed so that we may begin working toward a formal lease agreement.

Sincerely,



Mitchell Summerfield  
Pastor and CEO  
Word of God Fellowship Church

## Focus Academy Charter School Facility Preparation Timeline

<b>Task</b>	<b>Estimated Completion Date</b>	<b>Responsible Party</b>
Secure facility lease/purchase agreement	May 2025	School Leadership/Board
Conduct facility inspection and assessment	June – July 2025	Licensed Inspectors/Facilities Team
Obtain necessary zoning and building permits	July 2026	School Leadership/Local Authorities
Identify and finalize contracts with vendors and service providers	July 2025	School Leadership/Procurement Team
Begin necessary facility upgrades and renovations	August – December 2025	Contractors/Facilities Team
Install technology infrastructure (internet, computers, smart boards)	May 2026	IT Team/Contractors
Conduct safety compliance checks (fire, ADA, security systems)	June 2026	Local Authorities/Facilities Team
Furnish classrooms, offices, and common areas	June 2026	Vendors/School Staff
Implement contingency plans for any unexpected delays	Ongoing	School Leadership/Facilities Team
Conduct final safety inspections and compliance reviews	July 2026	Local Authorities/School Leadership

Obtain occupancy permit and final facility approval	March 2026	School Leadership/City Officials
Organize teacher and staff walkthroughs and classroom setup	June 2026	School Staff/Administration
Host community open house and facility tours	July 2026	School Leadership/Board
Finalize all pre-opening facility adjustments	July 2026	School Leadership/Facilities Team
School officially opens	August 2026	Entire School Team

# Focus Academy Charter School Survey

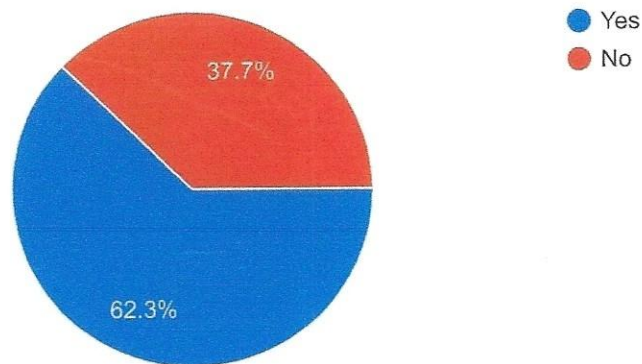
300 responses

[Publish analytics](#)

Will you have a school-aged child in the 2026-27 school year?

 Copy

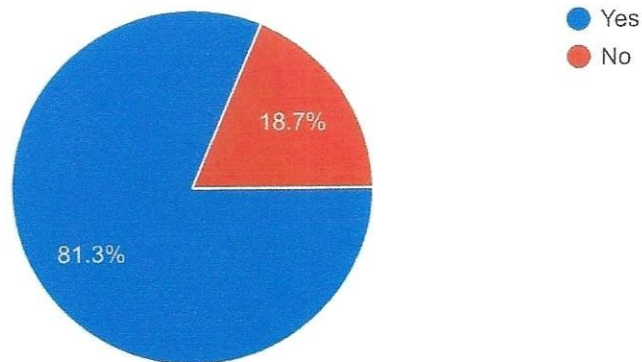
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Do you live in Garner, NC or the surrounding area?

 Copy

300 responses

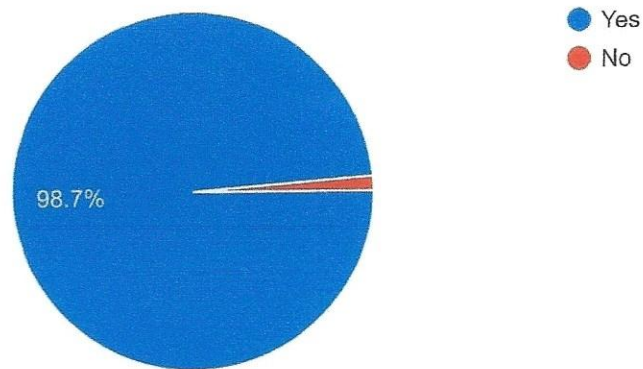




Do you believe a new public charter school will enhance the value of your community?

 Copy

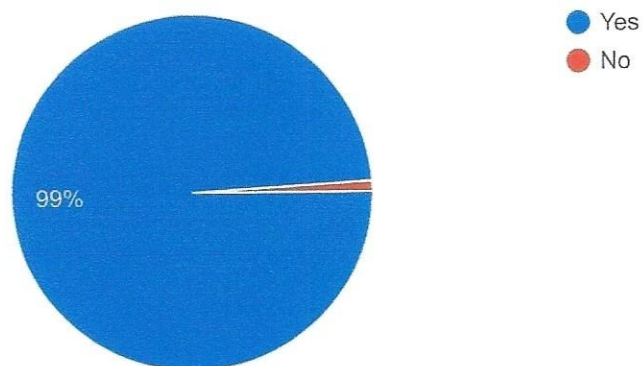
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Do you think the Garner, NC area needs a charter school?

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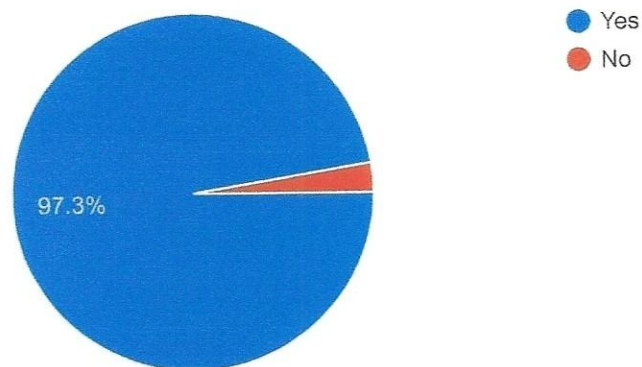
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Would you be interested in a school that integrates the arts (such as dance, music, art, and drama) into the curriculum?

 Copy

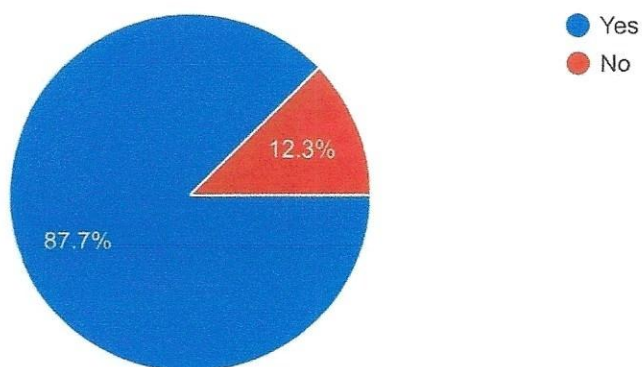
300 responses



Would you be interested in enrolling your child into a new free public charter school in the Garner, NC area?



300 responses



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Google Forms



## Demographic and Income Profile

3000 Rock Quarry Road, Raleigh, North Carolina, 27610  
Ring: 1 mile radius

Prepared by Esri  
Latitude: 35.74673  
Longitude: -78.59763

Summary	Census 2010	Census 2020	2024	2029					
Population	8,933	9,892	10,574	11,261					
Households	2,859	3,285	3,551	3,803					
Families	2,218	2,428	2,587	2,773					
Average Household Size	3.12	3.01	2.98	2.96					
Owner Occupied Housing Units	1,751	1,878	2,132	2,258					
Renter Occupied Housing Units	1,108	1,407	1,419	1,545					
Median Age	29.7	32.2	32.9	33.8					
Trends: 2024-2029 Annual Rate	Area	State	National						
Population	1.27%	0.75%	0.38%						
Households	1.38%	0.98%	0.64%						
Families	1.40%	0.91%	0.56%						
Owner HHs	1.15%	1.22%	0.97%						
Median Household Income	3.11%	3.26%	2.95%						
Households by Income	2024		2029						
	Number	Percent	Number	Percent					
	<\$15,000	380	10.7%	297	7.8%				
	\$15,000 - \$24,999	82	2.3%	58	1.5%				
	\$25,000 - \$34,999	203	5.7%	156	4.1%				
	\$35,000 - \$49,999	548	15.4%	505	13.3%				
	\$50,000 - \$74,999	801	22.6%	846	22.2%				
	\$75,000 - \$99,999	598	16.8%	679	17.9%				
	\$100,000 - \$149,999	682	19.2%	880	23.1%				
	\$150,000 - \$199,999	188	5.3%	286	7.5%				
\$200,000+	69	1.9%	95	2.5%					
Median Household Income	\$65,239		\$76,024						
Average Household Income	\$77,489		\$90,031						
Per Capita Income	\$25,881		\$30,231						
Population by Age	Census 2010		Census 2020		2024		2029		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
	0 - 4	867	9.7%	656	6.6%	713	6.7%	763	6.8%
	5 - 9	759	8.5%	795	8.0%	754	7.1%	747	6.6%
	10 - 14	877	9.8%	973	9.8%	891	8.4%	807	7.2%
	15 - 19	820	9.2%	845	8.5%	960	9.1%	901	8.0%
	20 - 24	593	6.6%	686	6.9%	807	7.6%	960	8.5%
	25 - 34	1,305	14.6%	1,384	14.0%	1,508	14.3%	1,637	14.5%
	35 - 44	1,453	16.3%	1,382	14.0%	1,496	14.1%	1,641	14.6%
	45 - 54	1,038	11.6%	1,286	13.0%	1,385	13.1%	1,415	12.6%
	55 - 64	668	7.5%	959	9.7%	1,041	9.8%	1,131	10.0%
	65 - 74	341	3.8%	593	6.0%	641	6.1%	770	6.8%
	75 - 84	169	1.9%	265	2.7%	296	2.8%	386	3.4%
	85+	44	0.5%	70	0.7%	83	0.8%	105	0.9%
Race and Ethnicity	Census 2010		Census 2020		2024		2029		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
	White Alone	932	10.4%	849	8.6%	870	8.2%	892	7.9%
	Black Alone	6,683	74.8%	6,696	67.7%	7,117	67.3%	7,542	67.0%
	American Indian Alone	47	0.5%	68	0.7%	71	0.7%	76	0.7%
	Asian Alone	115	1.3%	147	1.5%	173	1.6%	203	1.8%
	Pacific Islander Alone	2	0.0%	3	0.0%	3	0.0%	3	0.0%
	Some Other Race Alone	915	10.2%	1,584	16.0%	1,729	16.4%	1,860	16.5%
	Two or More Races	239	2.7%	547	5.5%	611	5.8%	685	6.1%
	Hispanic Origin (Any Race)	1,636	18.3%	2,080	21.0%	2,281	21.6%	2,483	22.0%

**Data Note:** Income is expressed in current dollars.

**Source:** Esri forecasts for 2024 and 2029. U.S. Census Bureau 2020 decennial Census in 2020 geographies.

April 07, 2025

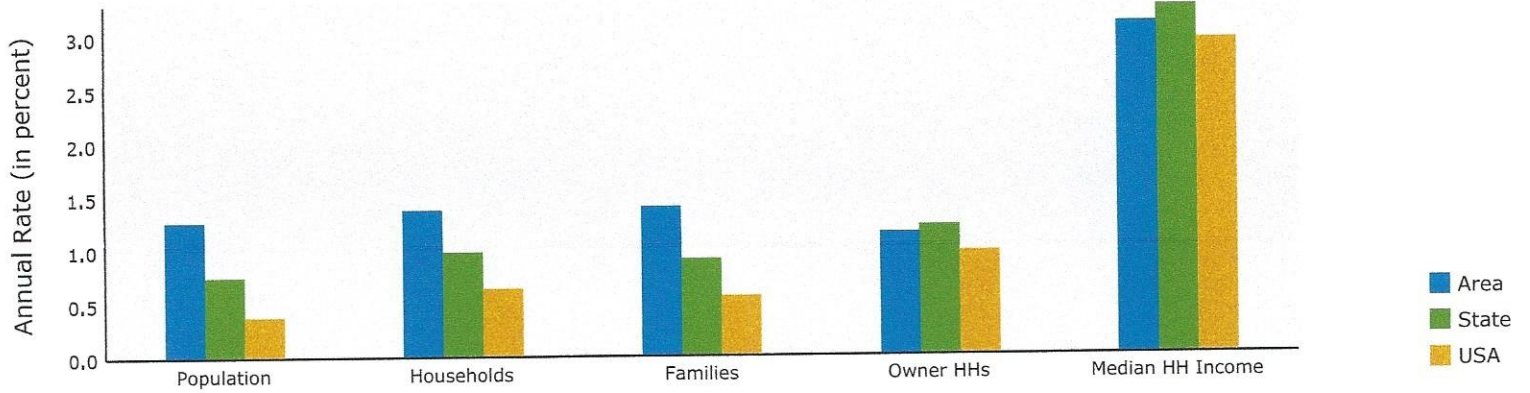


## Demographic and Income Profile

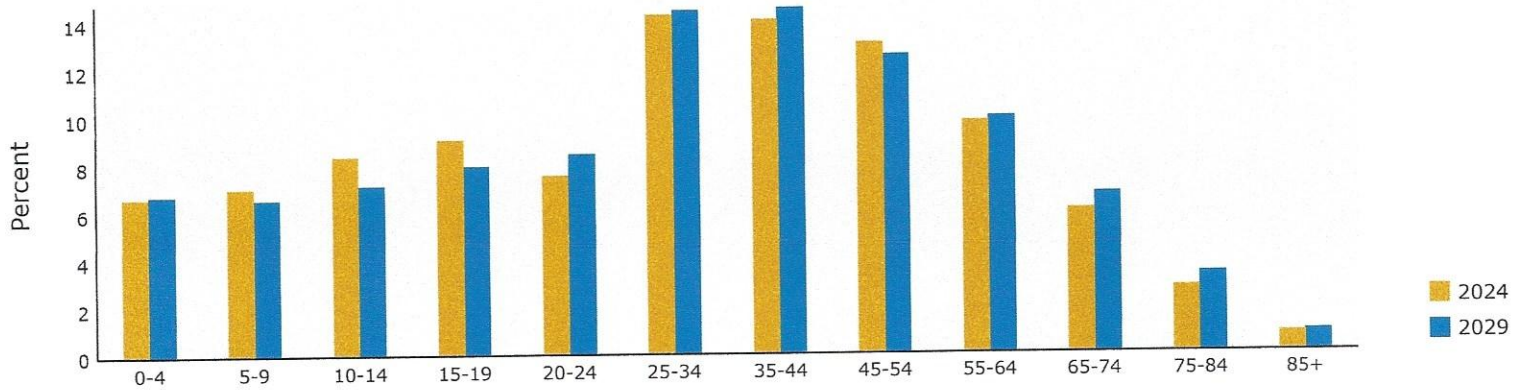
3000 Rock Quarry Road, Raleigh, North Carolina, 27610  
Ring: 1 mile radius

Prepared by Esri  
Latitude: 35.74673  
Longitude: -78.59763

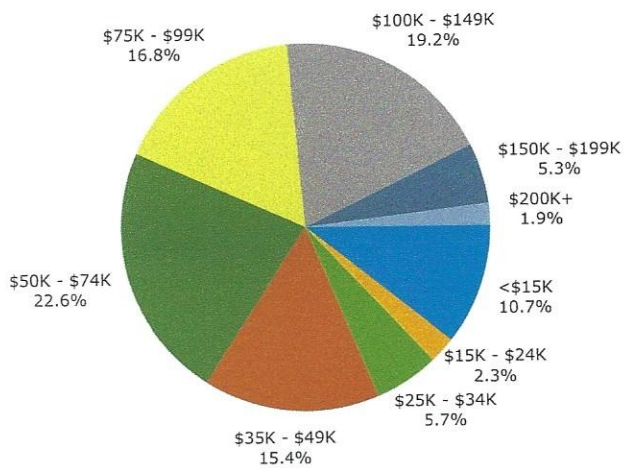
### Trends 2024-2029



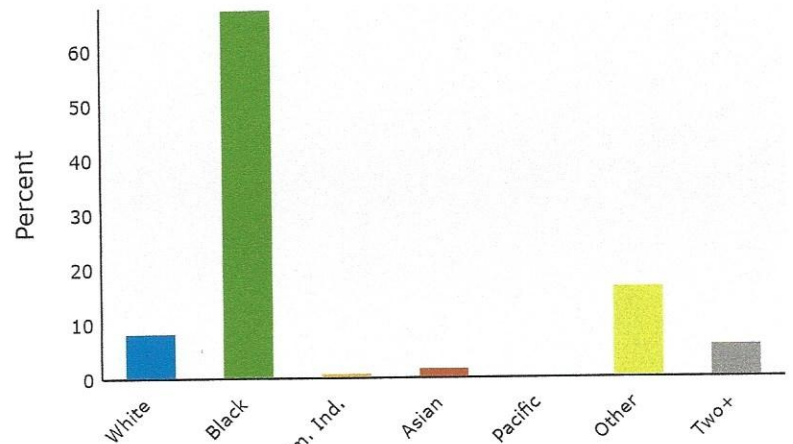
### Population by Age



### 2024 Household Income



### 2024 Population by Race



2024 Percent Hispanic Origin: 21.6%

Source: Esri forecasts for 2024 and 2029. U.S. Census Bureau 2020 decennial Census in 2020 geographies.

April 07, 2025

## Demographic and Income Profile

3000 Rock Quarry Road, Raleigh, North Carolina, 27610  
Ring: 3 mile radius

Prepared by Esri  
Latitude: 35.74673  
Longitude: -78.59763

Summary	Census 2010	Census 2020	2024	2029
Population	57,300	62,210	67,692	74,393
Households	19,269	21,749	23,934	26,512
Families	12,922	13,943	15,151	16,564
Average Household Size	2.77	2.69	2.68	2.67
Owner Occupied Housing Units	9,997	10,972	12,691	13,545
Renter Occupied Housing Units	9,272	10,777	11,243	12,967
Median Age	31.6	34.0	34.8	35.8

Trends: 2024-2029 Annual Rate	Area	State	National
Population	1.91%	0.75%	0.38%
Households	2.07%	0.98%	0.64%
Families	1.80%	0.91%	0.56%
Owner HHs	1.31%	1.22%	0.97%
Median Household Income	3.84%	3.26%	2.95%

Households by Income	2024		2029	
	Number	Percent	Number	Percent
<\$15,000	2,515	10.5%	2,047	7.7%
\$15,000 - \$24,999	1,540	6.4%	1,095	4.1%
\$25,000 - \$34,999	2,533	10.6%	2,177	8.2%
\$35,000 - \$49,999	3,375	14.1%	3,362	12.7%
\$50,000 - \$74,999	4,985	20.8%	5,434	20.5%
\$75,000 - \$99,999	2,862	12.0%	3,321	12.5%
\$100,000 - \$149,999	3,368	14.1%	4,778	18.0%
\$150,000 - \$199,999	1,428	6.0%	2,344	8.8%
\$200,000+	1,330	5.6%	1,954	7.4%
Median Household Income	\$57,648		\$69,599	
Average Household Income	\$81,929		\$99,733	
Per Capita Income	\$29,281		\$36,482	

Population by Age	Census 2010		Census 2020		2024		2029	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0 - 4	4,908	8.6%	3,897	6.3%	4,212	6.2%	4,548	6.1%
5 - 9	4,387	7.7%	4,287	6.9%	4,236	6.3%	4,292	5.8%
10 - 14	4,429	7.7%	4,780	7.7%	4,596	6.8%	4,451	6.0%
15 - 19	4,731	8.3%	4,375	7.0%	5,093	7.5%	5,046	6.8%
20 - 24	4,317	7.5%	4,398	7.1%	5,216	7.7%	6,264	8.4%
25 - 34	9,015	15.7%	10,415	16.7%	10,743	15.9%	11,634	15.6%
35 - 44	8,476	14.8%	9,396	15.1%	10,312	15.2%	11,186	15.0%
45 - 54	7,260	12.7%	7,605	12.2%	8,486	12.5%	9,446	12.7%
55 - 64	4,992	8.7%	6,468	10.4%	6,990	10.3%	7,495	10.1%
65 - 74	2,669	4.7%	4,116	6.6%	4,771	7.0%	5,965	8.0%
75 - 84	1,510	2.6%	1,808	2.9%	2,275	3.4%	3,086	4.1%
85+	606	1.1%	664	1.1%	762	1.1%	979	1.3%

Race and Ethnicity	Census 2010		Census 2020		2024		2029	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
White Alone	10,581	18.5%	12,600	20.3%	12,970	19.2%	14,199	19.1%
Black Alone	38,720	67.6%	35,238	56.6%	38,377	56.7%	41,724	56.1%
American Indian Alone	373	0.7%	560	0.9%	609	0.9%	671	0.9%
Asian Alone	535	0.9%	939	1.5%	1,147	1.7%	1,382	1.9%
Pacific Islander Alone	20	0.0%	21	0.0%	21	0.0%	22	0.0%
Some Other Race Alone	5,647	9.9%	8,922	14.3%	10,152	15.0%	11,364	15.3%
Two or More Races	1,424	2.5%	3,929	6.3%	4,417	6.5%	5,030	6.8%
Hispanic Origin (Any Race)	9,873	17.2%	12,592	20.2%	14,233	21.0%	15,995	21.5%

**Data Note:** Income is expressed in current dollars.

**Source:** Esri forecasts for 2024 and 2029. U.S. Census Bureau 2020 decennial Census in 2020 geographies.

April 07, 2025

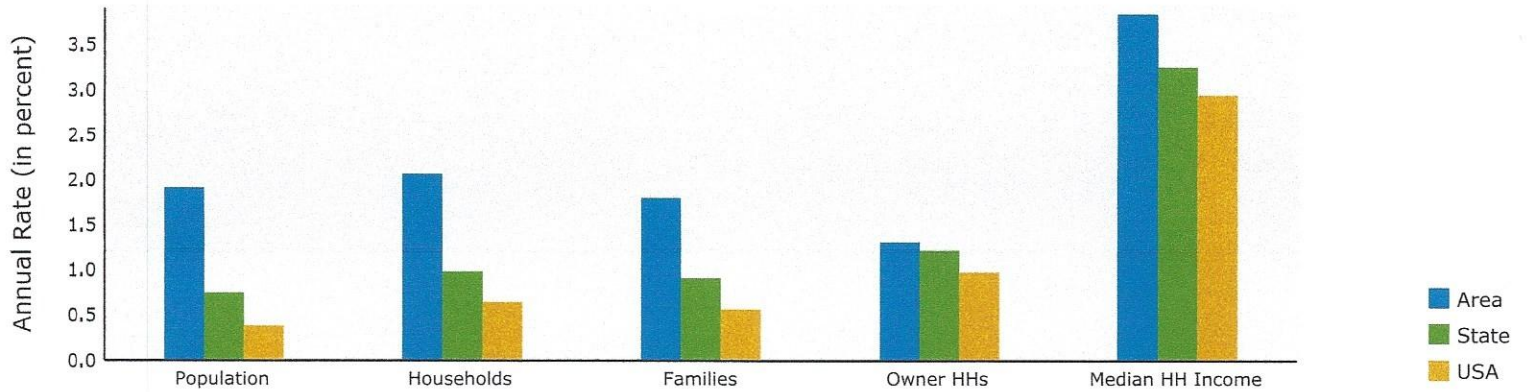


## Demographic and Income Profile

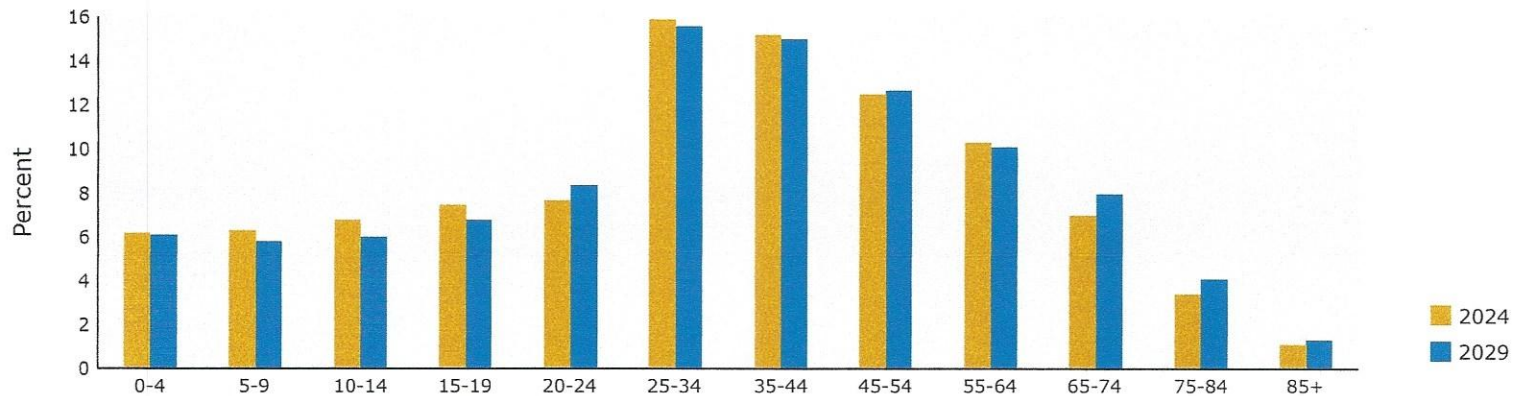
3000 Rock Quarry Road, Raleigh, North Carolina, 27610  
Ring: 3 mile radius

Prepared by Esri  
Latitude: 35.74673  
Longitude: -78.59763

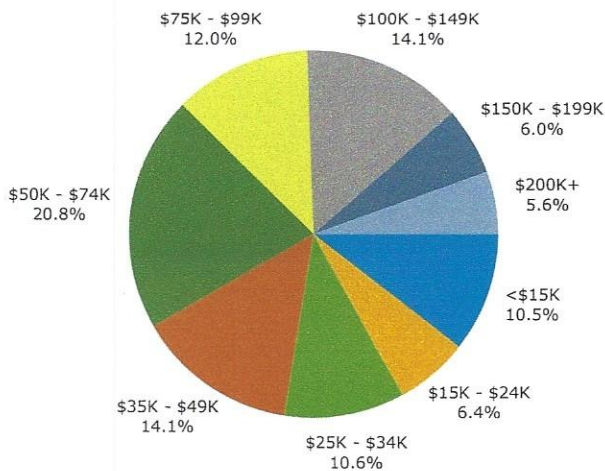
### Trends 2024-2029



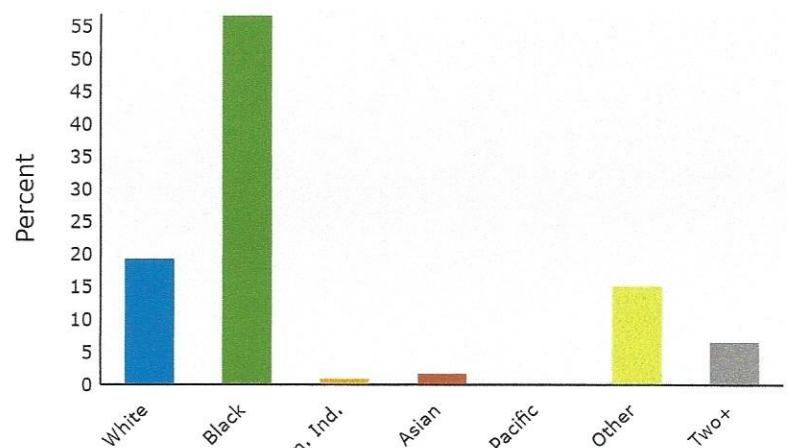
### Population by Age



### 2024 Household Income



### 2024 Population by Race



2024 Percent Hispanic Origin: 21.0%

## Demographic and Income Profile

3000 Rock Quarry Road, Raleigh, North Carolina, 27610  
Ring: 5 mile radius

Prepared by Esri  
Latitude: 35.74673  
Longitude: -78.59763

Summary	Census 2010		Census 2020		2024		2029			
Population	146,652		170,826		183,313		204,725			
Households	54,521		66,270		72,505		82,585			
Families	31,692		37,184		39,523		44,060			
Average Household Size	2.47		2.40		2.37		2.34			
Owner Occupied Housing Units	30,100		33,197		36,594		38,403			
Renter Occupied Housing Units	24,421		33,073		35,911		44,182			
Median Age	31.9		33.4		34.1		35.5			
Trends: 2024-2029 Annual Rate			Area		State		National			
Population			2.23%		0.75%		0.38%			
Households			2.64%		0.98%		0.64%			
Families			2.20%		0.91%		0.56%			
Owner HHs			0.97%		1.22%		0.97%			
Median Household Income			4.09%		3.26%		2.95%			
Households by Income					2024		2029			
					Number	Percent	Number	Percent		
<\$15,000					5,825	8.0%	4,867	5.9%		
\$15,000 - \$24,999					4,070	5.6%	3,049	3.7%		
\$25,000 - \$34,999					5,333	7.4%	4,659	5.6%		
\$35,000 - \$49,999					7,484	10.3%	7,382	8.9%		
\$50,000 - \$74,999					14,308	19.7%	15,073	18.3%		
\$75,000 - \$99,999					8,561	11.8%	9,853	11.9%		
\$100,000 - \$149,999					13,318	18.4%	17,735	21.5%		
\$150,000 - \$199,999					6,002	8.3%	9,276	11.2%		
\$200,000+					7,598	10.5%	10,687	12.9%		
Median Household Income					\$73,096		\$89,335			
Average Household Income					\$105,215		\$124,764			
Per Capita Income					\$41,635		\$50,395			
Population by Age			Census 2010		Census 2020		2024		2029	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent
0 - 4			10,814	7.4%	9,665	5.7%	10,209	5.6%	11,162	5.5%
5 - 9			9,668	6.6%	9,917	5.8%	10,191	5.6%	10,612	5.2%
10 - 14			9,223	6.3%	10,765	6.3%	10,270	5.6%	10,892	5.3%
15 - 19			12,637	8.6%	13,375	7.8%	14,216	7.8%	14,460	7.1%
20 - 24			13,671	9.3%	15,026	8.8%	16,351	8.9%	18,232	8.9%
25 - 34			25,109	17.1%	31,576	18.5%	33,582	18.3%	35,309	17.2%
35 - 44			21,607	14.7%	24,471	14.3%	27,144	14.8%	31,719	15.5%
45 - 54			18,402	12.5%	20,290	11.9%	21,921	12.0%	24,739	12.1%
55 - 64			13,062	8.9%	17,304	10.1%	18,321	10.0%	20,278	9.9%
65 - 74			6,801	4.6%	11,543	6.8%	12,899	7.0%	16,069	7.8%
75 - 84			3,867	2.6%	5,042	3.0%	6,144	3.4%	8,599	4.2%
85+			1,791	1.2%	1,852	1.1%	2,066	1.1%	2,656	1.3%
Race and Ethnicity			Census 2010		Census 2020		2024		2029	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent
White Alone			58,631	40.0%	68,026	39.8%	70,949	38.7%	78,478	38.3%
Black Alone			69,478	47.4%	66,077	38.7%	70,990	38.7%	78,227	38.2%
American Indian Alone			876	0.6%	1,322	0.8%	1,418	0.8%	1,572	0.8%
Asian Alone			2,757	1.9%	4,698	2.8%	5,671	3.1%	6,857	3.3%
Pacific Islander Alone			50	0.0%	83	0.0%	82	0.0%	87	0.0%
Some Other Race Alone			11,236	7.7%	18,985	11.1%	21,196	11.6%	24,228	11.8%
Two or More Races			3,623	2.5%	11,634	6.8%	13,007	7.1%	15,277	7.5%
Hispanic Origin (Any Race)			20,343	13.9%	28,800	16.9%	31,965	17.4%	36,731	17.9%

**Data Note:** Income is expressed in current dollars.

**Source:** Esri forecasts for 2024 and 2029. U.S. Census Bureau 2020 decennial Census in 2020 geographies.

April 07, 2025

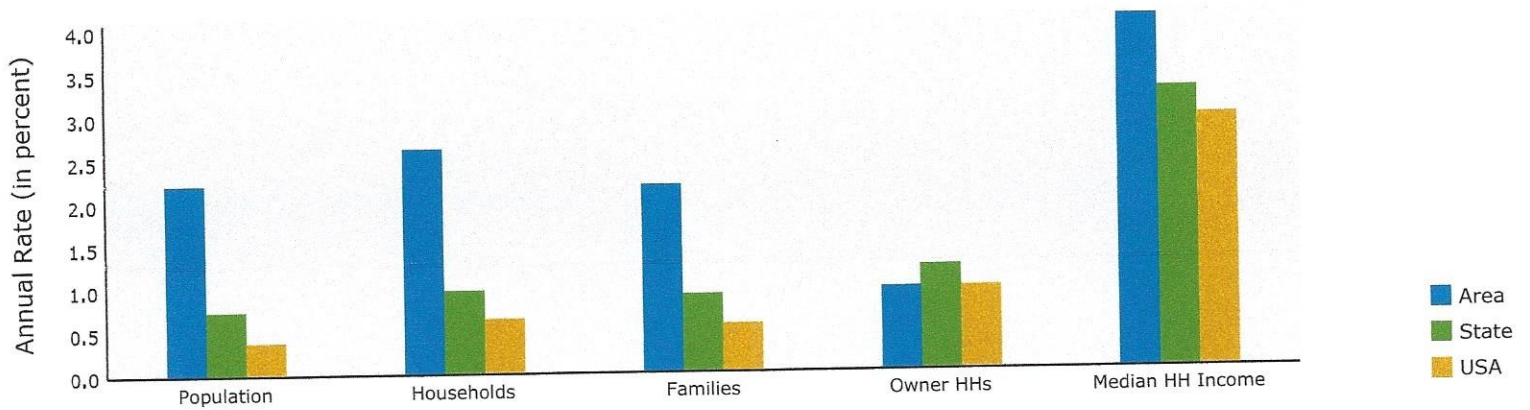


## Demographic and Income Profile

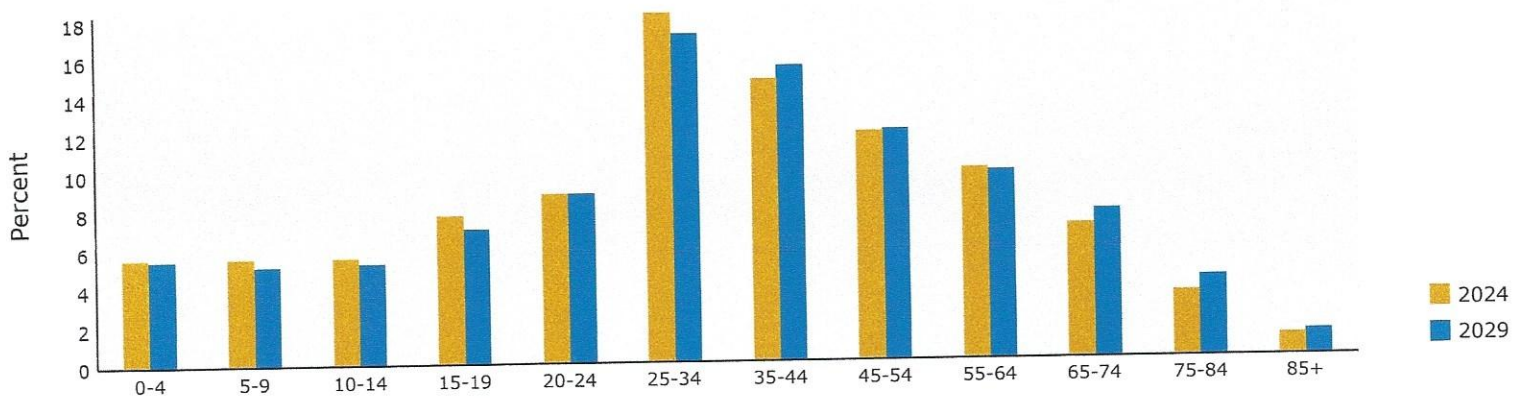
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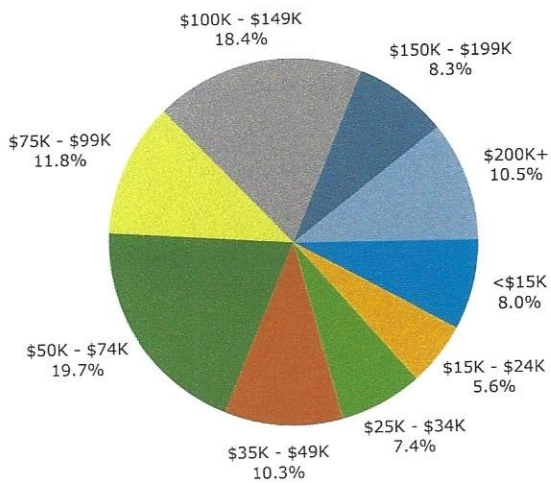
### Trends 2024-2029



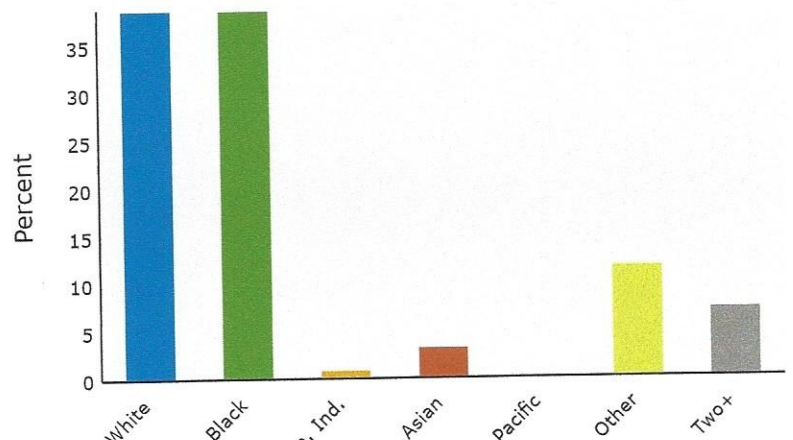
### Population by Age



### 2024 Household Income



### 2024 Population by Race



2024 Percent Hispanic Origin: 17.4%

## **Calendar of Events for Focus Academy Charter**

**April 16, 2025** - Met with Alex Cheng, CFO of Word of God to discuss monthly and agree on monthly rent. Discussed Letter of Intent.

**April 13, 2025** - Word of God Christian Church - Presented information about Focus Academy during announcements to the congregation and asked them to complete the survey for Focus Academy School. Members and guests completed the survey after church services, asked questions about the school and received flyers. Also toured the school facility.

**April 12, 2025** - Spring Extravaganza - Participated in this Garner, NC community event - passed out flyers for Focus Academy and spoke with residents and community members about the school. Also asked participants to complete our survey.

**April 8, 2025** - Interest Meeting for Focus Academy at Southeast Regional Library in Garner, NC - Met with residents that were interested in learning more about the school. Discussed the mission, vision, and goals of Focus Academy.

**April 5, 2025** - Walked some Garner and Southeast Raleigh communities and subdivisions, spoke with residents about Focus Academy and put flyers on mailboxes.

**April 3, 2025** - Visited and toured the Art Based School in Winston-Salem, NC. Met and spoke with Director, Robin Hollis. Discussed the goals and mission of Focus Academy and gained some knowledge and insight from Mrs. Robin Hollis.

**April 2, 2025** - Meeting with Michelle Burrows, Director of A+ School of North Carolina - discussed the process of becoming an A+ arts school and professional development that can be provided to teachers when the time comes.

**March 31, 2025** - Meeting with Tony Solorzano from Grow Schools - discussed how the organization helps charter schools with enrollment marketing and facilities.

**March 24, 2025** - Telephone conference with Alex Cheng, CFO of Word of God to discuss possible lease options. Also discuss Letter of Intent.

**March 21, 2025** - Meeting with the Board of Directors at Word of God Christian church to discuss use of the school facility.

**December 6, 2024** - Christmas Town - Garner Community event - (had a booth) - provided games and candy for children - passed out Focus Academy Flyers and provided residents and community members information about Focus Academy.

**November 3, 2024** - Met with Pastor Summerfield to tour Word of God Christian Academy and discuss the possibility of using their facility For Focus Academy Charter School.

**October 31, 2024** - Trick or Treat the Trail, Garner Community Event - (had a booth) Passed out candy, Focus Academy flyers and provided information about Focus Academy.

**October 12, 2024** - Meadowcreek Raleigh Fall Festival - (had a booth) Passed out Focus Academy flyers and provided information about Focus Academy.



# JOIN US FOR AN INTEREST MEETING!

**A New School is Coming  
to the Garner/Raleigh  
Area!**

**We are excited to  
introduce a brand-new  
school to our community  
and want YOUR input!**

**Join us for an  
informational meeting to  
learn more and share  
your thoughts.**



**Scan to complete the survey**



**Location:**  
**Southeast Regional Library**  
**908 7th Avenue**  
**Garner, NC 27529**

**Date: April 8, 2025**  
**Time: 6:30 PM**

## **Why Attend?**

**Learn about the vision and mission  
of the new school.**

**Discover our unique curriculum and  
special programs.**

**Ask questions and provide feedback.  
Find out how you can get involved.**

## **Who Should Attend?**

**Parents & Guardians**

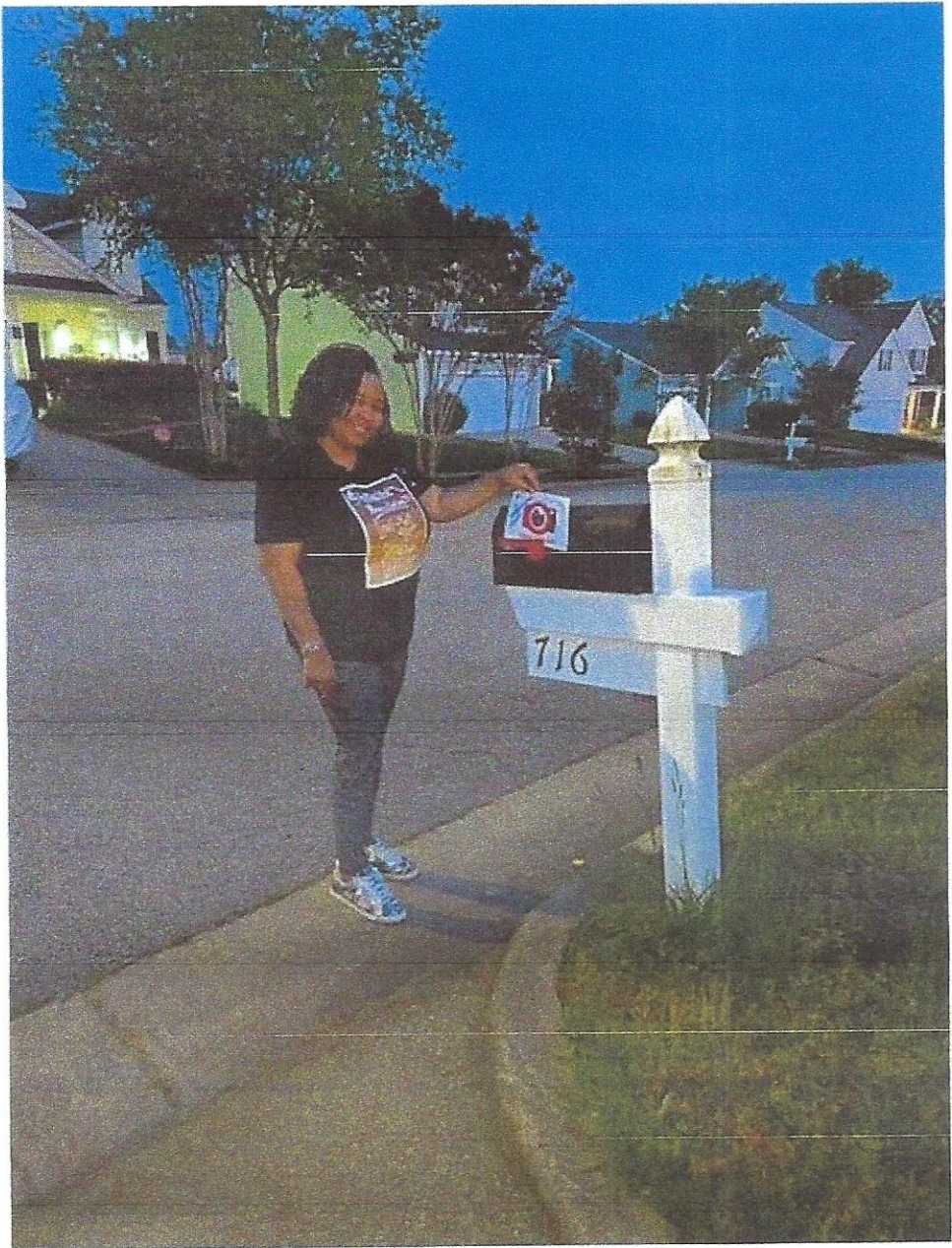
**Students**

**Educators**

**Community Members**

**WWW.FOCUSACADEMYSCHOOL.ORG**









# The Arts Based School

April 2, 2025

To Whom It May Concern:

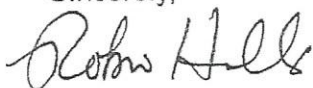
I am pleased to write in support of Dr. Sherria Grubbs and the development of **Focus Academy**, a new charter school in the Raleigh/Garner area that will integrate the arts into its curriculum. As the Charter Director of the Arts Based School, I understand the transformative impact of arts integration on student learning and wholeheartedly support Dr. Grubbs in her mission to establish a school that nurtures creativity and academic excellence.

Recently, Dr. Grubbs and members of the **Focus Academy Board** visited our school to observe our approach to arts-integrated education. During their visit, they engaged in meaningful discussions with our educators, explored classroom environments, and witnessed firsthand how the arts are woven into daily instruction to enhance student engagement and achievement. Their enthusiasm for building a similar model in their community was evident, and I have no doubt that their vision will bring valuable opportunities to students in the Raleigh/Garner area.

At the Arts Based School, we are committed to fostering collaboration among educators who share a passion for the arts in education. We look forward to continuing our relationship with Dr. Grubbs and Focus Academy, offering support, insight, and partnership as they work to establish a thriving arts-integrated learning environment.

I encourage you to support Dr. Grubbs in this endeavor, as her leadership and dedication to arts-integrated learning will undoubtedly benefit students and the broader educational community. Please do not hesitate to reach out if you would like to discuss this collaboration further.

Sincerely,



Robin Hollis

Charter Director

rhollis@artsbasedschool.com

(336) 748-4116



April 17, 2025

To Whom It May Concern,

I am writing this letter as a proud and grateful parent in support of Dr. Sherria Grubbs and her vision to open a new charter school. I have had the pleasure of knowing Dr. Grubbs through her role as an Assistant Principal, and I can say without hesitation that she is one of the most dedicated, compassionate, and capable educators I have met.

As a parent, there is nothing more important to me than the quality of education my child receives. I saw firsthand the positive influence Dr. Grubbs has had, not only on students, but on the entire school community. She leads with heart and purpose, always putting children first, and ensuring that every student is seen, supported, and challenged to reach their highest potential.

Dr. Grubbs has a remarkable ability to connect with both students and parents. She is attentive, compassionate, and always responsive. We knew that if an issue arises, it would always be addressed thoughtfully and fairly. Her commitment to academic excellence, paired with her focus on emotional and social development, creates an environment where students feel safe, valued, and empowered.

She brings years of experience and deep knowledge of effective practices in education, and a clear vision of what a true student-centered school should look like. I have no doubt that Focus Academy will be a place where students thrive, families feel welcomed, and teachers are inspired.

I wholeheartedly support Dr. Grubbs in this endeavor, and I am confident that her school will become a beacon of excellence in education. I can't wait to see all the great things that will unfold as she and Focus Academy Charter School embark on this inspiring journey.

Sincerely,

Taren Gooch

Proud Parent



April 9, 2025

North Carolina Charter School Review Board  
Bruce Friend, Chairman  
Office of Charter Schools  
6307 Mail Service Center  
Raleigh, NC 27699-6307

Dear Chairman Friend,

Focus Academy is a new charter school applicant seeking approval in the 2025 charter application cycle. I had an in-person conversation with Dr. Sherria Grubbs, the chairperson for the Focus Academy Board of Directors. During that meeting, Dr. Grubbs shared her passion for meeting both the academic needs and the socio-emotional needs of the students who may attend her school. We jointly reviewed multiple years of student academic performance data. We expanded our examination to include student demographic statistics which indicate significant numbers of students attending the Garner area schools are economically disadvantaged. Community of Hope Ministries and Dr. Grubbs are aligned in ensuring all students in the greater Garner area have every opportunity to have successful learning outcomes. Our shared vision is for Garner, NC to have a charter school which expands school choice for all students and families living in the area.

Community of Hope Ministries exists to eliminate barriers to success at home, at school, at work and in the community for at-risk children and families in the greater Garner area. Community of Hope has operated a free, after school tutoring program for economically disadvantaged elementary aged students who are below grade level in reading and math for 19 years. We have existing partnerships with the eight surrounding public elementary schools. Community of Hope Ministries is willing to include Focus Academy in its free, after school tutoring service plan and will provide free transportation for students from Focus Academy to our location if the school locates a permanent site within a 5 mile radius of our tutoring program. In addition, Community of Hope Ministries also offers an eight-week summer day camp and Community of Hope Ministries is willing to offer five scholarships for camp for qualifying students with proven economic hardship. Finally, Community of Hope Ministries operates the largest food pantry in the greater Garner area. We provide direct service to the social workers in the 11 public schools in the Garner area. Focus Academy will be included in that service as well. Any pre-approved Focus Academy school representative shall be qualified to pick up food for food insecure families at any time.

Community of Hope Ministries is excited about the possibility of a charter school in Garner, NC. We firmly believe in school choice and the opportunity for every parent to choose the educational learning environment which best meets the needs of the individual student. Should you or any member of the Charter School Review Board have any questions about Community of Hope Ministries or this letter of support, please do not hesitate to contact me.

With Every Kindness,

Amy B. White

Amy White

Executive Director



Dr. Dennis Carrington  
P.O. Box 1276  
Norlina, NC 27563  
(252) 425-4035  
March 16, 2025

To Whom It May Concern:

I am writing to offer my enthusiastic support for Dr. Sherria Grubbs, the visionary founder of Focus Academy, a promising new Charter School set to open its doors soon. As a colleague in the field of education, I have had the privilege of witnessing Dr. Grubbs's exceptional qualities and unwavering commitment to transforming students' lives through innovative and student-centered approaches to learning.

Dr. Grubbs's ambition and drive are truly remarkable, serving as driving forces behind her efforts to establish Focus Academy. Her relentless pursuit of excellence matches her bold vision for creating a nurturing and inclusive educational environment. She is evidently deeply passionate about children and education, and her dedication to fostering the growth and development of every student is truly inspiring.

With an impressive tenure in education, Dr. Grubbs brings a wealth of experience and expertise to her role as the founder of Focus Academy. She has consistently demonstrated a mission-driven approach and a steadfast commitment to ensuring positive student outcomes. Her keen understanding of the evolving needs of students in the 21st century has shaped her vision for Focus Academy, where the focus is not only on academic achievement but also on nurturing well-rounded global citizens equipped to thrive in an increasingly interconnected world.

One of the hallmarks of Dr. Grubbs's leadership is her collaborative approach to developing core beliefs and tenets that will guide the educational work at Focus Academy. She has worked tirelessly with her team to establish a set of guiding principles that reflect their shared values and commitment to educational excellence. These principles will serve as the foundation upon which Focus Academy will build its innovative and student-centered approach to learning.

In conclusion, Dr. Sherria Grubbs is exceptionally well-suited to lead Focused Academy to success. Her ambition, drive, innovativeness, and passion for children and education are evident in every aspect of her work. I am confident that her leadership will have a profoundly positive impact on the students, staff, and community of Focus Academy.

Sincerely,

*Denni Carrington*

Dr. Dennis Carrington, Jr.

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Homeroom	Homeroom	Homeroom
MATH	LANGUAGE ARTS	LANGUAGE ARTS	LANGUAGE ARTS	LANGUAGE ARTS	LANGUAGE ARTS	SPECIALS	ARTS	RECESS
LANGUAGE ARTS	SPECIALS	MATH	MATH	MATH	MATH	CORE I	RECESS	ARTS
SPECIALS	MATH	ARTS	ARTS	SOCIAL/EMOTIONAL LEARNING	ARTS	CORE I	CORE I	CORE I
RECESS	RECESS	SPECIALS	LANGUAGE ARTS	INTERVENTIONS	RECESS	CORE II	CORE II	CORE II
LANGUAGE ARTS	LANGUAGE ARTS	LANGUAGE ARTS	SOCIAL/EMOTIONAL LEARNING	RECESS	LANGUAGE ARTS	CORE II	CORE II	CORE II
MATH	LANGUAGE ARTS	RECESS	RECESS	LANGUAGE ARTS	SPECIALS	LUNCH	LUNCH	LUNCH
ARTS	ARTS	LUNCH	INTERVENTIONS	LUNCH	LUNCH	CORE III	CORE III	CORE III
LUNCH	LUNCH	LUNCH	LUNCH	SPECIALS	INTERVENTIONS	CORE III	CORE III	CORE III
INTERVENTIONS	SOCIAL/EMOTIONAL LEARNING	SOCIAL STUDIES	SCIENCE	SCIENCE	SCIENCE	RECESS	SPECIALS	SOCIAL/EMOTIONAL LEARNING
SOCIAL/EMOTIONAL LEARNING	SCIENCE	SCIENCE	SPECIALS	SCIENCE	ARTS	INTERVENTIONS	INTERVENTIONS	INTERVENTIONS
SOCIAL STUDIES	INTERVENTIONS	SOCIAL/EMOTIONAL LEARNING	SOCIAL STUDIES	ARTS	SOCIAL STUDIES	Arts	SOCIAL/EMOTIONAL LEARNING	SPECIALS
SCIENCE	SOCIAL STUDIES	INTERVENTIONS	ARTS	SOCIAL STUDIES	SOCIAL/EMOTIONAL LEARNING	SOCIAL/EMOTIONAL LEARNING		
ARTS	INTERVENTIONS	ARTS	INTERVENTIONS	ARTS	INTERVENTIONS			



### Focus Academy Lunch Schedule

<b>Times</b>	<b>Grades</b>
10:45 - 11:15	Kindergarten and Grade 1
11:30 - 11:55	Grades 2 and 3
12:00 - 12:25	Grades 4 and 5
12:35 - 1:00	Grades 6 and 7
1:10 - 1:35	Grades 8

### Focus Academy Elementary Specials Schedule

<b>Times</b>	<b>Grades</b>
8:20 - 9:05	Grade 4
9:10 - 9:55	Grade 5
10:00 - 10:45	Kindergarten
11:20 - 12:05	Grade 1
12:30 - 1:15	Grade 2
1:20 - 2:05	Grade 3

### Focus Academy Elementary Recess Schedule

<b>Times</b>	<b>Grades</b>
10:55 - 11:25	Grade 2
11:35 - 12:05	Grade 4
11:55 - 12:25	Grade 3
12:25 - 12:55	Kindergarten
12:45 - 1:15	Grade 1
1:35 - 2:05	Grade 5

# Focus Academy Charter School

## Calendar

2026-2027

August						
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					

13th-19th Teacher Workdays  
19th First Day of School

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

15th President's Day

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

7th Labor Day, No School

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

12th Teacher Workday

26th-April 2nd Spring Break

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

12th - Teacher Workday  
19th End of 1st Quarter

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

9th End of 3rd Quarter

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

11th Veteran's Day No School  
25th-27th Thanksgiving Break

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

14th Teacher Workday

31st Memorial Day

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

18th Half Day  
21st Winter Break

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

10th End of 4th Quarter  
11th Last Day for Students  
14th - 16th Teacher Workdays

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

1st No School  
4th - Holiday  
18th MLK Jr. Day, No School  
22th End of 2nd Quarter

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

- First and Last Day of School - Early Release Days
- Holiday - No School
- Teacher Workday
- End of Quarter

185 Days

# **Focus Academy Charter School**

## **Appendix B: Curriculum Outline for Each Grade Level Band the School Will Ultimately Serve**



## Focus Academy Charter School Curriculum Map Kindergarten Math (Eureka Math)

Unit Pacing	Learning Targets	NC Standards	Assessments
<b>Counting &amp; Cardinality</b>  Know number names and recognize patterns in a sequence by  *Counting to 100 by ones .  *Counting to 100 by tens.	K M1 Lesson 4: Classify objects into three categories and count. K M1 Lesson 6: Organize, count, and represent a collection of objects. K M1 Lesson 12: Write numerals 4 and 5 to answer how many questions. K M1 Lesson 19: Organize, count, and represent a collection of objects. K M1 Lesson 26: Write numeral 8. K M1 Lesson 28: Order numerals 1–10 and reason about an unknown number in the number sequence. K M1 Lesson 33: Organize, count, and represent a collection of objects. K M6 Lesson 2: Find 10 ones in a teen number. K M6 Lesson 5: Reason about a number’s position in the number sequence. K M6 Lesson 14: Count by tens. K M6 Lesson 15: Count by tens by using math tools. K M6 Lesson 16: Use the structure of ten to count to 100. K M6 Lesson 17: Use patterns in the number sequence to count by ones within 100. K M6 Lesson 18: Count within and across decades when counting by ones, part 1. K M6 Lesson 19: Count within and across decades when counting by ones, part 2.	NC.K.CC.1	Unit Assessments
Count forward beginning from a given number within the known sequence, instead of having to begin at 1.	K M5 Lesson 18: Count starting from a number other than 1 to find the total. K M5 Lesson 22: Identify and extend linear patterns. K M5 Lesson 23: Use a pattern to make a prediction. K M6 Lesson 5: Reason about a number’s position in the number sequence. K M6 Lesson 16: Use the structure of ten to count to 100. K M6 Lesson 17: Use patterns in the number sequence to count by ones within 100. K M6 Lesson 18: Count within and across decades when counting by ones, part 1. K M6 Lesson 19: Count within and across decades when counting by ones, part 2	NC.K.CC.2	Unit Assessments
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20, with 0 representing a count of no objects.	K M1 Lesson 5: Classify objects into three categories, count, and match to a numeral. K M1 Lesson 7: Practice counting accurately. K M1 Lesson 11: Write numerals 1–3 to answer how many questions. K M1 Lesson 12: Write numerals 4 and 5 to answer how many questions.	NC.K.CC.3	Unit Assessments

	<p>K M1 Lesson 14: Understand the meaning of zero and write the numeral.</p> <p>K M1 Lesson 21: Count sets in circular configurations and match to a numeral.</p> <p>K M1 Lesson 22: Count sets in scattered configurations and match to a numeral.</p> <p>K M1 Lesson 25: Write numerals 6 and 7.</p> <p>K M1 Lesson 26: Write numeral 8.</p> <p>K M1 Lesson 27: Write numerals 9 and 10.</p> <p>K M6 Lesson 3: Write numerals 11–20.</p> <p>K M6 Lesson 17: Use patterns in the number sequence to count by ones within 100.</p>		
<p><b>Counting &amp; Cardinality</b> Count and tell the number of objects.</p> <p>Understand the relationship between numbers and quantities</p> <ul style="list-style-type: none"> <li>• When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one-to-one correspondence).</li> <li>• Recognize that the last number named tells the number of objects counted regardless of their arrangement (cardinality).</li> <li>• State the number of objects in a group of up to 5 objects, without counting the objects (perceptual subitizing).</li> </ul>	<p>K M1 Lesson 6: Organize, count, and represent a collection of objects.</p> <p>K M1 Lesson 7: Practice counting accurately.</p> <p>K M1 Lesson 9: Conserve number regardless of the arrangement of objects.</p> <p>K M1 Lesson 13: Count out enough objects and write the numeral.</p> <p>K M1 Lesson 19: Organize, count, and represent a collection of objects.</p> <p>K M1 Lesson 20: Count objects in 5-group and array configurations and match to a numeral.</p> <p>K M1 Lesson 23: Conserve number regardless of the order in which objects are counted.</p> <p>K M1 Lesson 33: Organize, count, and represent a collection of objects.</p>	NC.K.CC.4	Unit Assessments
<p>Count to answer “How many?” in the following situations:</p> <ul style="list-style-type: none"> <li>• Given a number from 1–20, count out that many objects.</li> <li>• Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater.</li> <li>• Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many.</li> <li>• Given 10 objects in a scattered arrangement, identify how many.</li> </ul>	<p>K M1 Lesson 3: Classify objects into two categories and count.</p> <p>K M1 Lesson 6: Organize, count, and represent a collection of objects.</p> <p>K M1 Lesson 7: Practice counting accurately.</p> <p>K M1 Lesson 8: Count sets in linear, array, and scattered configurations.</p> <p>K M1 Lesson 10: Count out a group of objects to match a numeral.</p> <p>K M1 Lesson 19: Organize, count, and represent a collection of objects.</p> <p>K M1 Lesson 20: Count objects in 5-group and array configurations and match to a numeral.</p> <p>K M1 Lesson 21: Count sets in circular configurations and match to a numeral.</p> <p>K M1 Lesson 22: Count sets in scattered configurations and match to a numeral.</p> <p>K M1 Lesson 24: Count out a group of objects to match a numeral.</p> <p>K M1 Topic G: Analyze the Count Sequence</p> <p>K M6 Lesson 1: Describe teen numbers as 10 ones and __ ones.</p> <p>K M6 Lesson 4: Order numerals 0–20.</p> <p>K M6 Lesson 6: Count out a group of objects to match a numeral.</p>	NC.K.CC.5	Unit Assessments

	K M6 Lesson 7: Decompose numbers 10–20 with 10 as a part. K M6 Lesson 12: Investigate different ways to decompose teen n		
<b>Counting &amp; Cardinality</b> Comparing Numbers  Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies.	K M3 Lesson 12: Relate more and fewer to length. K M3 Lesson 13: Compare sets by using more than, fewer than, and the same number as. K M3 Lesson 14: Use numbers to compare sets with like units. K M3 Lesson 16: Count and compare sets with unlike units. K M3 Lesson 17: Count and compare sets in pictures. K M3 Lesson 21: Describe and compare several measurable attributes of objects and sets. K M6 Lesson 20: Compare totals in story situations. K M6 Lesson 21: Count and compare sets with more than 10 objects. K M6 Lesson 22: Compare area by comparing numbers. K M6 Lesson 23: Compare lengths of objects by using 10-sticks and individual cubes.	NC.K.CC.6	Unit Assessments
Compare two numbers, within 10, presented as written numerals.	K M3 Lesson 18: Compare the capacity of containers by using numerals. K M3 Lesson 19: Compare numbers by using greater than, less than, and equal to. K M3 Lesson 20: Compare two numbers in story situations.	NC.K.CC.7	Unit Assessments
<b>Operations &amp; Algebraic Thinking</b> Understand addition and subtraction  Represent addition and subtraction, within 10: <ul style="list-style-type: none"> <li>• Use a variety of representations such as objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or expressions.</li> <li>• Demonstrate understanding of addition and subtraction by making connections among representations.</li> </ul>	K M4 Lesson 4: Decompose a group and record parts and total by using a number bond. K M4 Lesson 6: Decompose a number in more than one way and record. K M4 Lesson 7: Find partners to 5. K M4 Lesson 10: Sort and record the decomposition with a number bond. K M4 Lesson 11: Model put together with total unknown story problems. K M4 Lesson 15: Choose a math tool to solve take apart with both addends unknown situations. K M5 Topic A: Represent Addition K M5 Topic B: Represent Subtraction K M5 Lesson 15: Identify the action in a problem to represent and solve it. K M5 Lesson 16: Relate addition and subtraction through word problems. K M5 Lesson 19: Represent and solve <i>take from with change</i> unknown problems. K M5 Lesson 21: Organize drawings to solve problems efficiently. K M5 Lesson 24: Solve story problems by using repeated reasoning. K M5 Lesson 26: Reason about numbers to add and subtract.	NC.K.OA.1	Unit Assessments
Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem, when solving: <ul style="list-style-type: none"> <li>• Add to/Take From-Result Unknown</li> <li>• Put Together/Take Apart (Total Unknown and Two Addends Unknown)</li> </ul>	K M4 Lesson 11: Model put together with total unknown story problems. K M4 Lesson 12: Draw to represent put together with total unknown story problems. K M4 Lesson 13: Choose a math tool to solve put together with total unknown story problems. K M4 Lesson 14: Model take apart with both addends unknown situations. K M4 Lesson 15: Choose a math tool to solve take apart with both addends unknown situations. K M4 Lesson 16: Compose and decompose numbers and shapes. K M5 Lesson 3: Represent and solve add to with result unknown story	NC.K.OA.2	

	<p>problems.</p> <p>K M5 Lesson 10: Represent and solve take from with result unknown story problems.</p> <p>K M5 Lesson 12: Relate parts to total in subtraction situations.</p> <p>K M5 Lesson 15: Identify the action in a problem to represent and solve it.</p> <p>K M5 Lesson 16: Relate addition and subtraction through word problems.</p> <p>K M5 Lesson 17: Reason about different units to solve story problems.</p> <p>K M6 Lesson 8: Represent teen number compositions and decompositions as addition sentences.</p> <p>K M6 Lesson 9: Represent teen number decompositions as subtraction sentences.</p> <p>K M6 Lesson 10: Make sense of word problems involving teen numbers.</p> <p>K M6 Lesson 11: Represent teen number decompositions as 10 ones and some ones and find a hidden part.</p>		
Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings, and record each decomposition by a drawing or expression.	<p>K M4 Lesson 6: Decompose a number in more than one way and record.</p> <p>K M4 Lesson 7: Find partners to 5.</p> <p>K M4 Lesson 8: Find partners to 10.</p> <p>K M4 Lesson 18: Use the structure of 5 and 10 to build a rekenrek.</p> <p>K M5 Lesson 4: Represent decomposition situations by using number bonds and addition sentences.</p>	NC.K.OA.3	Unit Assessments
For any number from 0 to 10, find the number that makes 10 when added to the given number using objects or drawings, and record the answer with a drawing or expression.	<p>K M5 Lesson 20: Find the number that makes 10 and record with a number sentence.</p> <p>K M5 Lesson 26: Reason about numbers to add and subtract.</p>	NC.K.OA.4	Unit Assessments
Demonstrate fluency with addition and subtraction within 5.	<p>K M5 Lesson 7: Find the total in an addition sentence. K M5 Lesson 14: Find the difference in a subtraction sentence.</p>	NC.K.OA.5	Unit Assessments
Recognize and combine groups with totals up to 5 (conceptual subitizing).	<p>K M1 Lesson 20: Count objects in 5-group and array configurations and match to a numeral.</p> <p>K M4 Lesson 7: Find partners to 5. Conceptual subitizing is fully addressed through recurring fluency acti</p>	NC.K.OA.6	Unit Assessments
<p><b>Numbers and Operation in Base Ten</b></p> <p>Build Foundation for Place Value</p> <p>Compose and decompose numbers from 11 to 19 into ten ones and some further ones by:</p> <ul style="list-style-type: none"> <li>• Using objects or drawings.</li> <li>• Recording each composition or decomposition by a drawing or expression.</li> <li>• Understanding that these numbers are composed of ten ones and one, two, three, four,</li> </ul>	<p>K M6 Lesson 1: Describe teen numbers as 10 ones and __ ones.</p> <p>K M6 Lesson 2: Find 10 ones in a teen number.</p> <p>K M6 Lesson 3: Write numerals 11–20.</p> <p>K M6 Lesson 4: Order numerals 0–20.</p> <p>K M6 Lesson 6: Count out a group of objects to match a numeral.</p> <p>K M6 Lesson 7: Decompose numbers 10–20 with 10 as a part.</p> <p>K M6 Lesson 8: Represent teen number compositions and decompositions as addition sentences.</p> <p>K M6 Lesson 9: Represent teen number decompositions as subtraction sentences.</p> <p>K M6 Lesson 10: Make sense of word problems involving teen numbers.</p> <p>K M6 Lesson 11: Represent teen number decompositions as 10 ones and some ones and find a hidden part.</p>	NC.K.NBT.1	Unit Assessments

five, six, seven, eight, or nine ones.			
<b>Measurement and Data</b> Describe and compare measurable attributes  Describe measurable attributes of objects; and describe several different measurable attributes of a single object.	K M3 Lesson 2: Compare lengths of simple straight objects by using longer than, shorter than, and about the same length as. K M3 Lesson 7: Compare weights by using heavier than, lighter than, and about the same weight as. K M3 Lesson 12: Relate more and fewer to length. K M3 Lesson 21: Describe and compare several measurable attribute	NC.K.MD.1	Unit Assessments
Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.	K M3 Topic A: Compare Heights and Lengths K M3 Topic B: Compare Weights K M3 Lesson 21: Describe and compare several measurable attribute	NC.K.MD.2	Unit Assessments
<b>Measurement and Data</b> Classify Objects and count the number of objects in each category  Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	K M1 Topic A: Classify to Make Categories and Count K M1 Lesson 15: Sort the same group of objects in more than one way and count. K M1 Lesson 16: Decompose a set shown in a picture. K M3 Lesson 15: Classify flat shapes into groups and compare the number of shapes in each group.	NC.K.MD.3	Unit Assessments
<b>Geometry</b> Identify and describe shapes  Describe objects in the environment using names of shapes, and describe the relative positions of objects using positional terms	K M2 Lesson 2: Classify shapes as triangles or non-triangles. K M2 Lesson 3: Classify shapes as circles, hexagons, or neither. K M2 Lesson 4: Classify shapes as rectangles or non-rectangles, with square rectangles as a special case. K M2 Lesson 5: Communicate the position of flat shapes by using position words. K M2 Lesson 14: Compose flat shapes.	NC.K.G.1	Unit Assessments
Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size.	K M2 Lesson 2: Classify shapes as triangles or non-triangles. K M2 Lesson 3: Classify shapes as circles, hexagons, or neither. K M2 Lesson 4: Classify shapes as rectangles or non-rectangles, with square rectangles as a special case. K M2 Lesson 7: Name solid shapes and discuss their attributes. K M2 Lesson 11: Construct and classify polygons. K M2 Lesson 14: Compose flat shapes.	NC.K.G.2	Unit Assessments
Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three-dimensional.	K M2 Lesson 6: Distinguish between flat and solid shapes. K M2 Lesson 9: Match solid shapes to their two-dimensional faces.	NC.K.G.3	Unit Assessments
<b>Geometry</b> Analyze, compare, create, and compose shapes  Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences,	K M2 Lesson 1: Find and describe attributes of flat shapes. K M2 Lesson 2: Classify shapes as triangles or non-triangles. K M2 Lesson 3: Classify shapes as circles, hexagons, or neither. K M2 Lesson 4: Classify shapes as rectangles or non-rectangles, with square rectangles as a special case. K M2 Lesson 8: Classify solid shapes based on the ways they can be moved. K M2 Lesson 9: Match solid shapes to their two-dimensional faces.	NC.K.G.4	Unit Assessments



attributes and other properties.	K M2 Lesson 10: Construct a circle. K M2 Lesson 12: Construct solid shapes by using a square base. K M2 Lesson 13: Draw flat shapes. K M2 Lesson 15: Compose solid shapes to create a structure that can		
Model shapes in the world by: • Building and drawing triangles, rectangles, squares, hexagons, circles. • Building cubes, cones, spheres, and cylinders.	K M2 Lesson 10: Construct a circle. K M2 Lesson 11: Construct and classify polygons. K M2 Lesson 12: Construct solid shapes by using a square base. K M2 Lesson 13: Draw flat shapes.	NC.K.G.5	Unit Assessments
Compose larger shapes from simple shapes	K M4 Lesson 1: Compose flat shapes and count the parts. K M4 Lesson 2: Decompose flat shapes and count the parts. K M4 Lesson 9: Compose shapes in more than one way. K M5 Lesson 25: Extend growing patterns.	NC.K.G.6	Unit Assessments

### Focus Academy Charter School Curriculum Map First Grade Math (Eureka Math)

Unit Pacing	Learning Targets	NC Standards	Assessments
<b>Operations and Algebraic Thinking</b> Represent and solve problems  Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem, when solving:  • Add to/Take from-Change Unknown  • Put together/Take Apart-Addend Unknown • Compare-Difference Unknown	1 M2 Lesson 1: Represent result unknown problems and record as addition or subtraction number sentences. 1 M2 Topic B: Relate and Distinguish Addition and Subtraction 1 M2 Lesson 8: Interpret and find an unknown change. 1 M2 Lesson 9: Represent and solve add to with change unknown problems. 1 M2 Lesson 11: Represent and solve take from with change unknown problems. 1 M2 Lesson 13: Represent and solve add to and take from with change unknown problems. 1 M2 Lesson 14: Represent and solve put together/take apart with addend unknown problems. 1 M2 Lesson 21: Represent and solve compare with difference unknown problems, part 1. 1 M2 Lesson 22: Represent and solve compare with difference unknown problems, part 2. 1 M3 Lesson 11: Represent and compare related situation equations, part 1. 1 M3 Lesson 12: Represent and compare related situation equations, part 2. 1 M3 Lesson 19: Solve take from with change unknown problems with totals in the teens. 1 M3 Lesson 26: Pose and solve varied word problems. 1 M4 Lesson 10: Compare to find how much longer. 1 M4 Lesson 11: Compare to find how much shorter. 1 M4 Lesson 12: Find the unknown longer length.	NC.1.OA.1	

	1 M4 Lesson 13: Find the unknown shorter length. 1 M6 Topic E: Deepening Problem Solving		
Represent and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a symbol for the unknown number.	1 M3 Lesson 2: Make ten with three addends. 1 M3 Lesson 3: Represent and solve three-addend word problems. 1 M3 Lesson 11: Represent and compare related situation equations, part 1. 1 M3 Lesson 12: Represent and compare related situation equations, part 2. 1 M3 Lesson 26: Pose and solve varied word problems.	NC.1.OA.2	Unit Assessments
<b>Operations and Algebraic Thinking</b> Understand and apply the properties of operations  Apply the commutative and associative properties as strategies for solving addition problems.	1 M1 Lesson 9: Count on from both parts and record part-total relationships. 1 M1 Lesson 15: Use the commutative property to count on from the larger addend. 1 M1 Lesson 16: Use the commutative property to find larger totals. 1 M3 Topic A: Make Easier Problems with Three Addends 1 M3 Topic B: Make Easier Problems to Add 1 M3 Topic C: Make Easier Addition Problems with a Linear Model 1 M3 Lesson 26: Pose and solve varied word problems.	NC.1.OA.3	Unit Assessments
Solve an unknown-addend problem, within 20, by using addition strategies and/or changing it to a subtraction problem.	1 M2 Lesson 17: Use related addition facts to subtract from 10. 1 M2 Lesson 18: Use related addition facts to subtract. 1 M2 Lesson 19: Determine the value of the unknown in various positions.	NC.1.OA.4	Unit Assessments
<b>Operations and Algebraic Thinking</b> Add and subtract within 20  Add and subtract, within 20, using strategies such as: <ul style="list-style-type: none"> <li>Counting on</li> <li>Making ten</li> <li>Decomposing a number leading to a ten</li> <li>Using the relationship between addition and subtraction</li> <li>Using a number line</li> <li>Creating equivalent but simpler or known sums</li> </ul>	1 M1 Lesson 14: Count on to find the total of an addition expression. 1 M1 Lesson 17: Add 0 and 1 to any number. 1 M1 Lesson 20: Find all two-part expressions equal to 6. 1 M1 Lesson 21: Find all two-part expressions equal to 7 and 8. 1 M1 Lesson 22: Find all two-part expressions equal to 9 and 10. 1 M1 Lesson 23: Find the totals of doubles +1 facts. 1 M1 Lesson 24: Use known facts to make easier problems. 1 M2 Lesson 2: Subtract all or subtract 0. 1 M2 Lesson 3: Subtract 1 or subtract 1 less than the total. 1 M2 Lesson 4: Use fingers to subtract 4, 5, and 6 efficiently. 1 M2 Lesson 7: Count on or count back to solve related addition and subtraction problems. 1 M2 Lesson 16: Compare the efficiency of counting on and counting back to subtract. 1 M3 Lesson 1: Group to make ten when there are three parts. 1 M3 Lesson 4: Use properties of addition to make three-addend expressions easier. 1 M3 Topic B: Make Easier Problems to Add 1 M3 Lesson 13: Count on to make ten within 20. 1 M3 Lesson 14: Count on to make the next ten within 100. 1 M3 Lesson 17: Add a two-digit number and a one-digit number. 1 M3 Lesson 18: Subtract a one-digit number from a two-digit number. 1 M3 Lesson 20: Use strategies to subtract from a teen number. 1 M3 Lesson 21: Take from ten to subtract from a teen number, part 1. 1 M3 Lesson 22: Take from ten to subtract from a teen number, part 2.	NC.1.OA.6	Unit Assessments

	<p>1 M3 Lesson 23: Subtract by counting on.  1 M3 Lesson 24: Decompose the subtrahend to count back.  1 M3 Lesson 25: Choose a strategy to make an easier problem.</p> <p>Supplemental material is necessary to fully address the use of number lines</p>		
<p><b>Operations and Algebraic Thinking</b>  Analyze addition and subtraction equations within 20</p> <p>Apply understanding of the equal sign to determine if equations involving addition and subtraction are true.</p>	<p>1 M1 Lesson 18: Determine whether number sentences are true or false.  1 M1 Lesson 19: Reason about the meaning of the equal sign.  1 M1 Lesson 24: Use known facts to make easier problems.  1 M2 Lesson 20: Add or subtract to make groups equal. 1 M5 Lesson 18: Determine if number sentences involving addition and subtraction are true or false.  1 M5 Lesson 22: Decompose both addends and add like units.  1 M5 Lesson 23: Decompose an addend and add tens first.  1 M5 Lesson 24: Decompose an addend to make the next ten.  1 M5 Lesson 25: Compare equivalent expressions used to solve two-digit addition equations.</p>	NC.1.OA.7	Unit Assessments
<p>Determine the unknown whole number in an addition or subtraction equation involving three whole numbers.</p>	<p>1 M2 Lesson 10: Represent and find an unknown addend in equations.  1 M2 Lesson 12: Represent and find an unknown subtrahend in equations.  1 M2 Lesson 13: Represent and solve add to and take from with change unknown problems.  1 M2 Lesson 15: Relate counting on and counting back to find an unknown part.  1 M2 Lesson 19: Determine the value of the unknown in various positions.</p>	NC.1.OA.8	Unit Assessments
<p><b>Operations and Algebraic Thinking</b>  Add and subtract within 20</p> <p>Demonstrate fluency with addition and subtraction within 10.</p>	<p>1 M1 Lesson 14: Count on to find the total of an addition expression.  1 M1 Lesson 17: Add 0 and 1 to any number.  1 M1 Lesson 20: Find all two-part expressions equal to 6.  1 M1 Lesson 21: Find all two-part expressions equal to 7 and 8.  1 M1 Lesson 22: Find all two-part expressions equal to 9 and 10.  1 M1 Lesson 23: Find the totals of doubles +1 facts.  1 M1 Lesson 24: Use known facts to make easier problems.  1 M2 Lesson 2: Subtract all or subtract 0.  1 M2 Lesson 3: Subtract 1 or subtract 1 less than the total.  1 M2 Lesson 4: Use fingers to subtract 4, 5, and 6 efficiently.  1 M2 Lesson 7: Count on or count back to solve related addition and subtraction problems.  1 M2 Lesson 16: Compare the efficiency of counting on and counting back to subtract.</p>	NC.1.OA.9	Unit Assessments
<p><b>Numbers and Operations in Base Ten</b>  Extend and recognize patterns in the counting sequence</p> <p>Count to 150, starting at any number less than 150.</p>	<p>1 M3 Lesson 15: Count and record a collection of objects.  1 M3 Lesson 16: Identify ten as a unit.  1 M5 Lesson 2: Count a collection and record the total in units of tens and ones.  1 M5 Lesson 3: Recognize the place value of digits in a two-digit number.  1 M5 Lesson 5: Reason about equivalent representations of a number.  1 M6 Topic D: Count and Represent Numbers Beyond 100</p>	NC.1.NBT.1	Unit Assessments

Read and write numerals, and represent a number of objects with a written numeral, to 100.	<p>1 M3 Lesson 15: Count and record a collection of objects.</p> <p>1 M3 Lesson 16: Identify ten as a unit.</p> <p>1 M5 Lesson 2: Count a collection and record the total in units of tens and ones.</p> <p>1 M5 Lesson 3: Recognize the place value of digits in a two-digit number.</p> <p>1 M5 Lesson 5: Reason about equivalent representations of a number.</p> <p>1 M6 Topic D: Count and Represent Numbers Beyond 100</p>	NC.1.NBT.7	Unit Assessments
<p><b>Numbers and Operation in the Base Ten</b> Understand Place Value</p> <p>Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <ul style="list-style-type: none"> <li>• Unitize by making a ten from a collection of ten ones.</li> <li>• Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</li> <li>• Demonstrate that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens, with 0 ones.</li> </ul>	<p>1 M1 Lesson 12: Count on from 10 to find an unknown total.</p> <p>1 M3 Topic D: Reason about Ten as a Unit to Add or Subtract</p> <p>1 M4 Lesson 8: Draw to represent a length measurement.</p> <p>1 M4 Lesson 9: Represent a total length as units of tens and ones.</p> <p>1 M5 Lesson 2: Count a collection and record the total in units of tens and ones.</p> <p>1 M5 Lesson 3: Recognize the place value of digits in a two-digit number.</p> <p>1 M5 Lesson 4: Represent a number in multiple ways by trading 10 ones for a ten.</p> <p>1 M5 Lesson 5: Reason about equivalent representations of a number.</p> <p>1 M5 Lesson 8: Use place value reasoning to write and compare 2 two-digit numbers.</p>	NC.1.NBT.2	Unit Assessments
Compare two two-digit numbers based on the value of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .	<p>1 M1 Lesson 2: Organize and represent data to compare two categories.</p> <p>1 M1 Lesson 3: Sort to represent and compare data with three categories.</p> <p>1 M1 Lesson 4: Find the total number of data points and compare categories in a picture graph.</p> <p>1 M1 Lesson 6: Use tally marks to represent and compare data.</p> <p>1 M4 Lesson 5: Measure and compare lengths.</p> <p>1 M5 Topic B: Use Place Value to Compare</p>	NC.1.NBT.3	Unit Assessments
<p><b>Numbers and Operation in the Base Ten</b> Use place value understanding and properties of operations.</p> <p>Using concrete models or drawings, strategies based on place value, properties of operations, and explaining the reasoning used, add, within 100, in the following situations:</p> <ul style="list-style-type: none"> <li>• A two-digit number and a one-digit number</li> <li>• A two-digit number and a multiple of 10</li> </ul>	<p>1 M5 Topic C: Addition of One-Digit and Two-Digit Numbers</p> <p>1 M5 Topic D: Addition and Subtraction of Tens</p> <p>1 M5 Topic E: Addition of Two-Digit Numbers</p> <p>1 M6 Topic F: Extending Addition to 100</p>	NC.1.NBT.4	Unit Assessments
Given a two-digit number, mentally find 10 more or 10 less than the number, without	1 M5 Lesson 6: Add 10 or take 10 from a two-digit number.	NC.1.NBT.5	Unit Assessments

having to count; explain the reasoning used.			
<p>Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90, explaining the reasoning, using:</p> <ul style="list-style-type: none"> <li>• Concrete models and drawings</li> <li>• Number lines</li> <li>• Strategies based on place value</li> <li>• Properties of operations</li> <li>• The relationship between addition and subtraction</li> </ul>	<p>1 M5 Lesson 15: Count on and back by tens to add and subtract. 1 M5 Lesson 16: Use related single-digit facts to add and subtract multiples of ten. 1 M5 Lesson 17: Use tens to find an unknown part. 1 M5 Lesson 18: Determine if number sentences involving addition and subtraction are true or false.</p> <p>Supplemental material is necessary to fully address the use of number lines.</p>	NC.1.NBT.6	Unit Assessments
<p><b>Measurement and Data</b> Measure lengths.</p> <p>Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>	<p>1 M4 Topic A: Direct and Indirect Length Comparison 1 M4 Lesson 5: Measure and compare lengths. 1 M4 Lesson 6: Measure and order lengths.</p>	NC.1.MD.1	Unit Assessments
<p>Measure lengths with non-standard units.</p> <ul style="list-style-type: none"> <li>• Express the length of an object as a whole number of non-standard length units.</li> <li>• Measure by laying multiple copies of a shorter object (the length unit) end to end (iterating) with no gaps or overlaps.</li> </ul>	<p>1 M4 Topic B: Length Measurement and Comparison 1 M4 Lesson 10: Compare to find how much longer. 1 M4 Lesson 11: Compare to find how much shorter. 1 M4 Lesson 14: Measure to find patterns.</p>	NC.1.MD.2	Unit Assessments
<p><b>Measurement and Data</b> Build understanding of time and money.</p> <p>Tell and write time in hours and half-hours using analog and digital clocks.</p>	<p>1 M5 Lesson 1: Tell time to the hour and half hour by using digital and analog clocks. 1 M6 Lesson 14: Tell time to the half hour with the term half past. 1 M6 Lesson 15: Reason about the location of the hour hand to tell time.</p>	NC.1.MD.3	Unit Assessments
<p>Identify quarters, dimes, and nickels and relate their values to pennies.</p>	<p>Supplemental material is necessary to address this standard.</p>	NC.1.MD.5	Unit Assessments
<p><b>Measurement and Data</b> Represent and interpret data.</p> <p>Organize, represent, and interpret data with up to three categories.</p> <ul style="list-style-type: none"> <li>• Ask and answer questions about the total number of data points.</li> <li>• Ask and answer questions about how many in</li> </ul>	<p>1 M1 Lesson 2: Organize and represent data to compare two categories. 1 M1 Lesson 3: Sort to represent and compare data with three categories. 1 M1 Lesson 4: Find the total number of data points and compare categories in a picture graph. 1 M1 Lesson 5: Organize and represent categorical data. 1 M1 Lesson 6: Use tally marks to represent and compare data. 1 M2 Lesson 23: Compare categories in a graph to figure out how many more.</p>	NC.1.MD.4	Unit Assessments

<p>each category.</p> <ul style="list-style-type: none"> <li>• Ask and answer questions about how many more or less are in one category than in another.</li> </ul>			
<p><b>Geometry</b> Reason with shapes and their attributes.</p> <p>Distinguish between defining and non-defining attributes and create shapes with defining attributes by:</p> <ul style="list-style-type: none"> <li>• Building and drawing triangles, rectangles, squares, trapezoids, hexagons, circles.</li> <li>• Building cubes, rectangular prisms, cones, spheres, and cylinders.</li> </ul>	1 M6 Topic A: Attributes of Shapes	NC.1.G.1	Unit Assessments
<p>Create composite shapes by:</p> <ul style="list-style-type: none"> <li>• Making a two-dimensional composite shape using rectangles, squares, trapezoids, triangles, and half-circles naming the components of the new shape.</li> <li>• Making a three-dimensional composite shape using cubes, rectangular prisms, cones, and cylinders, naming the components of the new shape.</li> </ul>	1 M6 Topic B: Composition of Shapes	NC.1.G.2	Unit Assessments
<p>Partition circles and rectangles into two and four equal shares.</p> <ul style="list-style-type: none"> <li>• Describe the shares as halves and fourths, as half of and fourth of.</li> <li>• Describe the whole as two of, or four of the shares.</li> <li>• Explain that decomposing into more equal shares creates smaller shares.</li> </ul>	<p>1 M6 Lesson 10: Reason about equal and not equal shares.</p> <p>1 M6 Lesson 11: Name equal shares as halves or fourths.</p> <p>1 M6 Lesson 12: Partition shapes into halves, fourths, and quarters.</p> <p>1 M6 Lesson 13: Relate the number of equal shares to the size of the shares.</p>	NC.1.G.3	Unit Assessments

**Focus Academy Charter School Curriculum Map  
Second Grade Math (Eureka Math)**

Unit Pacing	Learning Targets	NC Standards	Assessments
<b>Operations and Algebraic Thinking</b> Represent and solve problems  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:  <ul style="list-style-type: none"> <li>• One-Step problems: - Add to/Take from-Start Unknown - Compare-Bigger Unknown - Compare-Smaller Unknown</li> <li>• Two-Step problems involving single digits: - Add to/Take from-Change Unknown - Add to/Take from-Result Unknown</li> </ul>	2 M1 Lesson 22: Use counting strategies to solve add to with change unknown word problems. 2 M2 Lesson 7: Solve word problems by using simplifying strategies for addition. 2 M2 Lesson 13: Represent and solve take from word problems. 2 M2 Lesson 19: Solve word problems with simplifying strategies for subtraction. 2 M2 Lesson 26: Solve add to and take from with start unknown word problems. 2 M4 Lesson 3: Solve multi-step word problems and reason about equal expressions. 2 M4 Lesson 4: Represent and solve compare with bigger unknown word problems. 2 M4 Lesson 22: Solve compare with smaller unknown word problems. 2 M4 Lesson 23: Solve two-step addition and subtraction word problems. 2 M6 Lesson 1: Compose equal groups and write repeated addition equations. 2 M6 Lesson 4: Represent equal groups with a tape diagram. 2 M6 Lesson 17: Solve word problems that involve equal groups and arrays.	NC.2.OA.1	Unit Assessments
<b>Operations and Algebraic Thinking</b> Add and subtract within 20  Demonstrate fluency with addition and subtraction, within 20, using mental strategies.	2 M4 Lesson 7: Use concrete models to add and relate them to written recordings. 2 M4 Lesson 8: Use place value drawings to represent addition and relate them to written recordings, part 1. 2 M4 Lesson 9: Use place value drawings to represent addition and relate them to written recordings, part 2. 2 M4 Lesson 10: Choose and defend efficient solution strategies for addition. 2 M4 Lesson 11: Choose and defend efficient strategies to add up to four two-digit numbers. 2 M4 Topic D: Strategies for Decomposing Tens and Hundreds Within 1,000	NC.2.OA.2	Unit Assessments
<b>Operations and Algebraic Thinking</b> Work with equal groups  Determine whether a group of objects, within 20, has an odd or even number of members by:  <ul style="list-style-type: none"> <li>• Pairing objects, then counting them by 2s.</li> <li>• Determining whether objects can be placed into two equal groups.</li> <li>• Writing an equation to express an even number as a sum of two equal addends.</li> </ul>	Supplemental material is necessary to address this standard.	NC.2.OA.3	Unit Assessments

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.	2 M6 Topic A: Count and Problem Solve with Equal Groups 2 M6 Topic B: Arrays and Equal Groups 2 M6 Topic C: Rectangular Arrays as a Foundation for Multiplication and Division 2 M6 Lesson 17: Solve word problems that involve equal groups and arrays.	NC.2.OA.4	Unit Assessments
<b>Numbers and Operations in Base Ten</b> Understand Place Value  Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.  • Unitize by making a hundred from a collection of ten tens.  • Demonstrate that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds, with 0 tens and 0 ones.  • Compose and decompose numbers using various groupings of hundreds, tens, and ones.	2 M1 Lesson 20: Count and bundle ones, tens, and hundreds to 1,000. 2 M1 Lesson 23: Organize, count, and record a collection of objects. 2 M1 Lesson 24: Count up to 1,000 by using place value units. 2 M1 Lesson 25: Write three-digit numbers in unit form and show the value that each digit represents. 2 M1 Lesson 27: Read, write, and relate base-ten numbers in all forms. 2 M1 Lesson 28: Use place value understanding to count and exchange \$1, \$10, and \$100 bills. 2 M1 Lesson 30: Determine how many \$10 bills are equal to \$1,000. 2 M1 Topic H: Compose and Decompose with Place Value Disks	NC.2.NBT.1	Unit Assessments
Count within 1,000; skip-count by 5s, 10s, and 100s	2 M1 Lesson 21: Count efficiently within 1,000 by using ones, tens, and hundreds. 2 M1 Lesson 22: Use counting strategies to solve add to with change unknown word problems. 2 M1 Lesson 23: Organize, count, and record a collection of objects. 2 M1 Lesson 24: Count up to 1,000 by using place value units. 2 M1 Lesson 29: Count by \$1, \$10, and \$100. 2 M1 Lesson 30: Determine how many \$10 bills are equal to \$1,000. 2 M1 Lesson 37: Organize, count, represent, and compare a collection of objects. 2 M3 Lesson 17: Relate the clock to a number line to count by fives. 2 M3 Lesson 18: Tell time to the nearest 5 minutes.	NC.2.NBT.2	Unit Assessments
Read and write numbers, within 1,000, using base-ten numerals, number names, and expanded form	2 M1 Lesson 23: Organize, count, and record a collection of objects. 2 M1 Lesson 26: Write base-ten numbers in expanded form. 2 M1 Lesson 27: Read, write, and relate base-ten numbers in all forms. 2 M1 Lesson 31: Count the total value of ones, tens, and hundreds with place value disks. 2 M1 Lesson 38: Compare numbers in different forms.	NC.2.NBT.3	Unit Assessments
Compare two three-digit numbers based on the	2 M1 Topic I: Compare Two Three-Digit Numbers in Different Forms	NC.2.NBT.4	Unit Assessments



value of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons			
<p><b>Numbers and Operation in Base Ten</b> Using place value understanding and properties of operations</p> <p>Demonstrate fluency with addition and subtraction, within 100, by:</p> <ul style="list-style-type: none"> <li>• Flexibly using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</li> <li>• Comparing addition and subtraction strategies, and explaining why they work.</li> <li>• Selecting an appropriate strategy in order to efficiently compute sums and differences.</li> </ul>	<p>2 M4 Lesson 4: Represent and solve compare with bigger unknown word problems.</p> <p>2 M4 Lesson 5: Use the associative property to make a benchmark number to add within 1,000.</p> <p>2 M4 Lesson 6: Use compensation to add within 1,000. 2 M4 Lesson 10: Choose and defend efficient solution strategies for addition.</p> <p>2 M4 Lesson 11: Choose and defend efficient strategies to add up to four two-digit numbers.</p> <p>2 M4 Lesson 12: Take from a ten or a hundred to subtract.</p> <p>2 M4 Lesson 13: Use compensation to subtract within 1,000.</p> <p>2 M4 Lesson 20: Subtract by using multiple strategies and defend an efficient strategy.</p> <p>2 M4 Lesson 22: Solve compare with smaller unknown word problems.</p> <p>2 M4 Lesson 23: Solve two-step addition and subtraction word problems</p>	NC.2.NBT.5	Unit Assessments
Add up to three two-digit numbers using strategies based on place value and properties of operations.	<p>2 M2 Lesson 1: Reason about addition with four addends.</p> <p>2 M4 Lesson 11: Choose and defend efficient strategies to add up to four two-digit numbers.</p>	NC.2.NBT.6	Unit Assessments
<p>Add and subtract, within 1,000, relating the strategy to a written method, using:</p> <ul style="list-style-type: none"> <li>• Concrete models or drawings</li> <li>• Strategies based on place value</li> <li>• Properties of operations</li> <li>• Relationship between addition and subtraction</li> </ul>	<p>2 M2 Lesson 2: Break apart and add like units.</p> <p>2 M2 Lesson 3: Use compensation to add within 100.</p> <p>2 M2 Lesson 4: Use compensation to add within 200.</p> <p>2 M2 Lesson 5: Make a ten to add within 100.</p> <p>2 M2 Lesson 6: Make a ten to add within 200.</p> <p>2 M2 Lesson 7: Solve word problems by using simplifying strategies for addition.</p> <p>2 M2 Topic B: Strategies for Composing a Ten and a Hundred to Add</p> <p>2 M2 Lesson 14: Use addition and subtraction strategies to find an unknown part.</p> <p>2 M2 Lesson 15: Use compensation to subtract within 100.</p> <p>2 M2 Lesson 16: Use compensation to subtract within 200.</p> <p>2 M2 Lesson 17: Take from a ten to subtract within 200.</p> <p>2 M2 Lesson 18: Take from a hundred to subtract within 200.</p> <p>2 M2 Lesson 19: Solve word problems with simplifying strategies for subtraction.</p> <p>2 M2 Lesson 20: Reason about when to unbundle a ten to subtract.</p> <p>2 M2 Lesson 21: Use concrete models to decompose a ten with two-digit totals.</p> <p>2 M2 Lesson 22: Use place value drawings to decompose a ten and relate them to written recordings. 2 M2 Lesson 23: Use concrete models and drawings to decompose a hundred.</p> <p>2 M2 Lesson 24: Use place value drawings to decompose a hundred and</p>	NC.2.NBT.7	Unit Assessments

	<p>relate them to written recordings.</p> <p>2 M2 Lesson 25: Use place value drawings to subtract with two decompositions.</p> <p>2 M4 Lesson 5: Use the associative property to make a benchmark number to add within 1,000.</p> <p>2 M4 Lesson 6: Use compensation to add within 1,000. 2 M4 Lesson 7: Use concrete models to add and relate them to written recordings.</p> <p>2 M4 Lesson 8: Use place value drawings to represent addition and relate them to written recordings, part 1.</p> <p>2 M4 Lesson 9: Use place value drawings to represent addition and relate them to written recordings, part 2.</p> <p>2 M4 Lesson 10: Choose and defend efficient solution strategies for addition.</p> <p>2 M4 Topic C: Simplifying Strategies for Subtracting Within 1,000 2 M4 Topic D: Strategies for Decomposing Tens and Hundreds Within 1,000</p> <p>2 M4 Lesson 21: Apply strategies to find sums and differences and relate addition to subtraction.</p> <p>2 M4 Lesson 24: Organize, count, and represent a collection of objects</p>		
Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	<p>2 M4 Lesson 1: Organize, count, and represent a collection of objects.</p> <p>2 M4 Lesson 2: Mentally add and subtract multiples of 10 and 100 with unknowns in various positions.</p> <p>2 M4 Lesson 3: Solve multi-step word problems and reason about equal expressions.</p>	NC.2.NBT.8	Unit Assessments
<p><b>Measurement and Data</b></p> <p>Measure and Estimate Lengths</p> <p>Measure the length of an object in standard units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>	<p>2 M1 Lesson 5: Connect measurement to physical units by iterating a centimeter cube.</p> <p>2 M1 Lesson 6: Make a 10 cm ruler and measure objects.</p> <p>2 M1 Lesson 7: Measure lengths and relate 10 cm and 1 cm.</p> <p>2 M1 Lesson 8: Make a meter stick and measure with various tools.</p> <p>2 M1 Lesson 13: Estimate and measure height to model metric relationships.</p> <p>2 M5 Lesson 8: Iterate an inch tile to create a unit ruler and measure to the nearest inch.</p> <p>2 M5 Lesson 9: Use an inch ruler and a yard stick to estimate and measure the length of various objects.</p>	NC.2.MD.1	Unit Assessments
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.	2 M5 Lesson 10: Measure an object twice by using different length units and compare and relate measurement to unit size	NC.2.MD.2	Unit Assessments
Estimate lengths in using standard units of inches, feet, yards, centimeters, and meters.	<p>2 M1 Lesson 11: Estimate and compare lengths.</p> <p>2 M1 Lesson 13: Estimate and measure height to model metric relationships.</p> <p>2 M5 Lesson 9: Use an inch ruler and a yard stick to estimate and measure the length of various objects.</p>	NC.2.MD.3	Unit Assessments

Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	2 M1 Lesson 11: Estimate and compare lengths. 2 M1 Lesson 12: Model and reason about the difference in length. 2 M1 Lesson 14: Represent and compare students' heights. 2 M5 Lesson 11: Measure to compare differences in lengths.	NC.2.MD.4	Unit Assessments
<b>Measure and Data</b> Relate addition and subtraction to length	2 M1 Lesson 17: Represent and solve comparison problems by using measurement contexts. 2 M1 Lesson 18: Solve compare with difference unknown word problems by using measurement contexts. 2 M1 Lesson 19: Solve compare with difference unknown word problems in various contexts. 2 M5 Lesson 13: Solve word problems that involve measurements and reason about estimates. 2 M5 Lesson 14: Solve addition and subtraction two-step word problems that involve length.	NC.2.MD.5	Unit Assessments
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, on a number line.	2 M1 Topic D: Solve Compare Problems by Using the Ruler as a Number Line 2 M5 Lesson 12: Identify unknown numbers on a number line by using the interval as a reference point.	NC.2.MD.6	Unit Assessments
<b>Measurement and Data</b> Build understanding of time and money  Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	2 M3 Lesson 14: Distinguish between a.m. and p.m. 2 M3 Lesson 16: Use a clock to tell time to the half hour or quarter hour. 2 M3 Lesson 17: Relate the clock to a number line to count by fives. 2 M3 Lesson 18: Tell time to the nearest 5 minutes.	NC.2.MD.7	Unit Assessments
Solve word problems involving: • Quarters, dimes, nickels, and pennies within 99¢, using ¢ symbols appropriately. • Whole dollar amounts, using the \$ symbol appropriately	2 M5 Topic A: Problem Solving with Coins and Bills	NC.2.MD.8	Unit Assessments
<b>Measurement and Data</b> Represent and interpret data  Organize, represent, and interpret data with up to four categories. • Draw a picture graph and a bar graph with a single-unit scale to represent a data set. • Solve simple put-together, take-apart, and compare problems using information presented in a picture and a bar graph.	2 M1 Topic A: Represent Data to Solve Problems	NC.2.MD.10	Unit Assessments
<b>Geometry</b> Reason with shapes and their attributes  Recognize and draw triangles, quadrilaterals,	2 M3 Topic A: Attributes of Geometric Shapes 2 M3 Lesson 6: Recognize that a whole polygon can be decomposed into smaller parts and the parts can be composed to make a whole. 2 M3 Lesson 7: Combine shapes to create a composite shape and create a	NC.2.G.1	Unit Assessments

pentagons, and hexagons, having specified attributes; recognize and describe attributes of rectangular prisms and cubes.	new shape from composite shapes.		
<p>Partition circles and rectangles into two, three, or four equal shares.</p> <ul style="list-style-type: none"> <li>Describe the shares using the words halves, thirds, half of, a third of, fourths, fourth of, quarter of.</li> <li>Describe the whole as two halves, three thirds, four fourths.</li> <li>Explain that equal shares of identical wholes need not have the same shape.</li> </ul>	<p>2 M3 Lesson 8: Create composite shapes by using equal parts and name them as halves, thirds, and fourths.</p> <p>2 M3 Lesson 9: Interpret equal shares in composite shapes as halves, thirds, and fourths.</p> <p>2 M3 Topic C: Halves, Thirds, and Fourths of Circles and Rectangles</p>	NC.2.G.3	Unit Assessments

### Focus Academy Charter School Curriculum Map Third Grade Math (Eureka Math)

Unit Pacing	Learning Targets	Nc State Standards	Assessments
<p><b>Operations and Algebraic Thinking</b> Represent and solve problems involving multiplication and division</p> <p>For products of whole numbers with two factors up to and including 10:</p> <ul style="list-style-type: none"> <li>Interpret the factors as representing the number of equal groups and the number of objects in each group.</li> <li>Illustrate and explain strategies including arrays, repeated addition, decomposing a factor, and applying the commutative and associative properties.</li> </ul>	<p>3 M1 Lesson 2: Interpret equal groups as multiplication.</p> <p>3 M1 Lesson 3: Relate multiplication to the array model.</p> <p>3 M1 Lesson 4: Interpret the meaning of factors as number of groups or number in each group.</p> <p>3 M1 Topic C: Properties of Multiplication</p> <p>3 M1 Lesson 19: Use the distributive property to break apart multiplication problems into known facts.</p> <p>3 M3 Lesson 1: Organize, count, and represent a collection of objects.</p> <p>3 M3 Lesson 3: Count by units of 8 to multiply and divide by using arrays.</p> <p>3 M3 Lesson 4: Decompose pictorial arrays to create expressions with three factors.</p> <p>3 M3 Lesson 5: Use the break apart and distribute strategy to multiply with units of 6 and 8.</p> <p>3 M3 Lesson 6: Use the break apart and distribute strategy to divide with units of 6 and 8.</p> <p>3 M3 Lesson 8: Use the break apart and distribute strategy to multiply with units of 7. 3 M3 Lesson 9: Model the associative property as a strategy to multiply.</p> <p>3 M3 Lesson 10: Use parentheses in expressions with different operations.</p> <p>3 M3 Lesson 11: Use the break apart and distribute strategy to divide with units of 7.</p> <p>3 M3 Lesson 14: Apply strategies and identify patterns to multiply with</p>	NC.3.OA.1	Unit Assessments

	units of 9. 3 M3 Lesson 15: Reason about and explain patterns of multiplication and division with units of 1 and 0. 3 M3 Lesson 18: Create multiplication and division word problems. 3 M3 Lesson 21: Multiply by multiples of 10 by using place value strategies and the associative property. 3 M3 Lesson 23: Identify patterns and apply strategies to multiply with units of 11 and 12. 3 M3 Lesson 24: Organize, count, and represent a collection of objects.		
For whole-number quotients of whole numbers with a one-digit divisor and a one-digit quotient:  • Interpret the divisor and quotient in a division equation as representing the number of equal groups and the number of objects in each group.  • Illustrate and explain strategies including arrays, repeated addition or subtraction, and decomposing a factor.	3 M1 Topic B: Conceptual Understanding of Division 3 M1 Topic D: Two Interpretations of Division 3 M3 Lesson 15: Reason about and explain patterns of multiplication and division with units of 1 and 0. 3 M3 Lesson 18: Create multiplication and division word problems.	NC.3.OA.2	Unit Assessments
Represent, interpret, and solve one-step problems involving multiplication and division.  • 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  • Solve division word problems with a divisor and quotient up to and including 10. Represent the problem using arrays, pictures, repeated subtraction and/or equations with a symbol for the unknown number to represent the problem.	3 M1 Lesson 5: Represent and solve multiplication word problems by using drawings and equations. 3 M1 Lesson 8: Model measurement and partitive division by drawing arrays. 3 M1 Lesson 9: Represent and solve division word problems using drawings and equations. 3 M1 Topic D: Two Interpretations of Division 3 M1 Lesson 22: Represent and solve two-step word problems using the properties of multiplication. 3 M1 Lesson 23: Represent and solve two-step word problems using drawings and equations. 3 M3 Lesson 2: Count by units of 6 to multiply and divide by using arrays. 3 M3 Lesson 3: Count by units of 8 to multiply and divide by using arrays. 3 M3 Lesson 7: Count by units of 7 to multiply and divide by using arrays and tape diagrams. 3 M3 Lesson 8: Use the break apart and distribute strategy to multiply with units of 7. 3 M3 Lesson 12: Solve one-step word problems involving multiplication and division. 3 M3 Lesson 25: Apply multiplication and division concepts to complete a multi-part task	NC.3.OA.3	Unit Assessments
<b>Operations and Algebraic Thinking</b> Understanding properties of multiplication and the relationship between multiplication and	3 M1 Lesson 15: Model division as an unknown factor problem. 3 M1 Lesson 16: Model the quotient as the number of groups using units of 2, 3, 4, 5, and 10.	NC.3.OA.6	Unit Assessments

<p>division.</p> <p>Solve an unknown-factor problem, by using division strategies and/or changing it to a multiplication problem.</p>	<p>3 M1 Lesson 17: Model the quotient as the size of each group using units of 2, 3, 4, 5, and 10.</p> <p>3 M1 Lesson 20: Use the distributive property to break apart division problems into known facts.</p> <p>3 M3 Lesson 2: Count by units of 6 to multiply and divide by using arrays.</p> <p>3 M3 Lesson 7: Count by units of 7 to multiply and divide by using arrays and tape diagrams.</p>		
<p><b>Operations and Algebraic Thinking</b></p> <p>Multiply and divide within 100</p> <p>Demonstrate fluency with multiplication and division with factors, quotients and divisors up to and including 10.</p> <ul style="list-style-type: none"> <li>• Know from memory all products with factors up to and including 10.</li> <li>• Illustrate and explain using the relationship between multiplication and division.</li> <li>• Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</li> </ul>	<p>3 M1 Lesson 12: Demonstrate the distributive property using a unit of 4.</p> <p>3 M1 Lesson 14: Demonstrate the distributive property using units of 2, 3, 4, 5, and 10.</p> <p>3 M1 Topic E: Application of Multiplication and Division Concepts</p> <p>3 M3 Lesson 1: Organize, count, and represent a collection of objects.</p> <p>3 M3 Lesson 14: Apply strategies and identify patterns to multiply with units of 9.</p> <p>3 M3 Lesson 17: Identify and complete patterns with input–output tables.</p> <p>3 M3 Lesson 24: Organize, count, and represent a collection of objects.</p>	NC.3.OA.7	Unit Assessments
<p><b>Operations and Algebraic Thinking</b></p> <p>Solve Two-Step Problems</p> <p>Solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number.</p>	<p>3 M1 Lesson 22: Represent and solve two-step word problems using the properties of multiplication.</p> <p>3 M1 Lesson 23: Represent and solve two-step word problems using drawings and equations.</p> <p>3 M2 Lesson 25: Solve two-step word problems.</p> <p>3 M3 Lesson 19: Solve two-step word problems involving all four operations and assess the reasonableness of solutions.</p> <p>3 M3 Lesson 22: Solve two-step word problems involving multiplication of single-digit factors and multiples of 10.</p> <p>3 M3 Lesson 25: Apply multiplication and division concepts to complete a multi-part task.</p> <p>3 M6 Lesson 7: Count coins and create money word problems</p>	NC.3.OA.8	Unit Assessments
<p><b>Operations and Algebraic Thinking</b></p> <p>Explore Patterns of Numbers</p> <p>Interpret patterns of multiplication on a hundreds board and/or multiplication table.</p>	<p>3 M3 Lesson 13: Count by units of 9 to multiply.</p> <p>3 M3 Lesson 14: Apply strategies and identify patterns to multiply with units of 9.</p> <p>3 M3 Lesson 15: Reason about and explain patterns of multiplication and division with units of 1 and 0.</p> <p>3 M3 Lesson 16: Identify patterns using the multiplication table.</p> <p>3 M3 Lesson 17: Identify and complete patterns with input–output tables.</p> <p>3 M3 Lesson 23: Identify patterns and apply strategies to multiply with units of 11 and 12</p>	NC.3.OA.9	Unit Assessments
<p><b>Numbers and Operations in Base Ten</b></p>	<p>3 M2 Lesson 12: Estimate sums and differences by rounding.</p>	NC.3.NBT.2	Unit Assessments

<p>Use place value to add and subtract.</p> <p>Add and subtract whole numbers up to and including 1,000.</p> <ul style="list-style-type: none"> <li>• Use estimation strategies to assess reasonableness of answers.</li> <li>• Model and explain how the relationship between addition and subtraction can be applied to solve addition and subtraction problems</li> <li>• Use expanded form to decompose numbers and then find sums and differences.</li> </ul>	<p>3 M2 Lesson 14: Use place value understanding to add and subtract like units.</p> <p>3 M2 Lesson 15: Use the associative property to make the next ten to add.</p> <p>3 M2 Lesson 16: Use compensation to add.</p> <p>3 M2 Lesson 17: Use place value understanding to subtract efficiently using take from a ten.</p> <p>3 M2 Lesson 18: Use place value understanding to subtract efficiently using take from a hundred.</p> <p>3 M2 Lesson 19: Use compensation to subtract.</p> <p>3 M2 Lesson 20: Add measurements using the standard algorithm to compose larger units once.</p> <p>3 M2 Lesson 21: Add measurements using the standard algorithm to compose larger units twice.</p> <p>3 M2 Lesson 22: Subtract measurements using the standard algorithm to decompose larger units once.</p> <p>3 M2 Lesson 23: Subtract measurements using the standard algorithm to decompose larger units twice.</p> <p>3 M2 Lesson 24: Subtract measurements using the standard algorithm to decompose larger units across two place values.</p>		
<p><b>Numbers and Operations in Base Ten</b></p> <p>Generalize place value understanding for multi-digit numbers</p> <p>Use concrete and pictorial models, based on place value and the properties of operations, to find the product of a one-digit whole number by a multiple of 10 in the range 10–90.</p>	<p>3 M3 Lesson 20: Multiply by multiples of 10 by using the place value chart.</p> <p>3 M3 Lesson 21: Multiply by multiples of 10 by using place value strategies and the associative property.</p> <p>3 M3 Lesson 22: Solve two-step word problems involving multiplication of single-digit factors and multiples of 10.</p>	NC.3.NBT.3	Unit Assessments
<p><b>Numbers and Operations - Fractions</b></p> <p>Understand fractions as numbers</p> <p>Interpret unit fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts.</p> <ul style="list-style-type: none"> <li>• Explain that a unit fraction is one of those parts</li> <li>• Represent and identify unit fractions using area and length models.</li> </ul>	<p>3 M5 Topic A: Partition a Whole into Equal Parts</p> <p>3 M5 Topic B: Unit Fractions and Their Relationship to the Whole</p> <p>3 M5 Lesson 27: Apply fraction concepts to complete a multi-part task.</p>	NC.3.NF.1	Unit Assessments
<p>Interpret fractions with denominators of 2, 3, 4, 6, and 8 using area and length models.</p> <ul style="list-style-type: none"> <li>• Using an area model, explain that the numerator of a fraction represents the number of equal parts of the unit fraction.</li> </ul>	<p>3 M5 Lesson 11: Locate fractions from 0 to 1 on a number line by using fraction tiles.</p> <p>3 M5 Lesson 12: Represent fractions from 0 to 1 on a number line.</p> <p>3 M5 Lesson 15: Identify fractions on a ruler as numbers on a number line.</p>	NC.3.NF.2	Unit Assessments



<ul style="list-style-type: none"> <li>Using a number line, explain that the numerator of a fraction represents the number of lengths of the unit fraction from 0.</li> </ul>	3 M5 Lesson 18: Compare fractions with like units by using a number line. 3 M5 Lesson 26: Create a ruler with 1-inch, half-inch, and quarter-inch intervals. 3 M5 Lesson 27: Apply fraction concepts to complete a multi-part task.		
Represent equivalent fractions with area and length models by: <ul style="list-style-type: none"> <li>Composing and decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths</li> <li>Explaining that a fraction with the same numerator and denominator equals one whole.</li> <li>Expressing whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</li> </ul>	3 M5 Lesson 8: Identify and represent a whole as two non-unit fractions. 3 M5 Lesson 17: Represent fractions greater than 1 on a number line and identify fractions equivalent to whole numbers. 3 M5 Lesson 22: Identify fractions equivalent to whole numbers by using number lines. 3 M5 Lesson 23: Reason to find fractions equivalent to whole numbers by using patterns and number lines. 3 M5 Lesson 24: Generate equivalent fractions greater than 1 by using a number line. 3 M5 Lesson 25: Express whole numbers as fractions with a denominator of 1.	NC.3.NF.3	Unit Assessments
Compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the $>$ , $<$ , and $=$ symbols. Recognize that comparisons are valid only when the two fractions refer to the same whole with denominators: halves, fourths and eighths; thirds and sixths.	3 M5 Lesson 9: Compare unit fractions by reasoning about their size concretely. 3 M5 Lesson 10: Compare non-unit fractions less than 1 with the same numerator by using tape diagrams. 3 M5 Lesson 18: Compare fractions with like units by using a number line. 3 M5 Lesson 19: Compare fractions with unlike units but the same numerator by using number lines. 3 M5 Lesson 20: Compare fractions with related units by using a number line. 3 M5 Lesson 21: Compare various fractions by representing them on number lines. 3 M5 Lesson 27: Apply fraction concepts to complete a multi-part task.	NC.3.NF.4	Unit Assessments
<b>Measurement and Data</b> Solve problems involving measurement  Tell and write time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour.	3 M6 Lesson 1: Relate skip-counting by fives on the clock to telling time on the number line. 3 M6 Lesson 2: Count by fives and ones on the number line as a strategy for telling time to the nearest minute on the clock. 3 M6 Lesson 3: Solve time word problems where the end time is unknown. 3 M6 Lesson 4: Solve time word problems where the start time is unknown. 3 M6 Lesson 5: Solve time word problems where the change in time is unknown. 3 M6 Lesson 6: Solve time word problems and use time data to create a line plot.	NC.3.MD.1	Unit Assessments
Solve problems involving customary measurement. <ul style="list-style-type: none"> <li>Estimate and measure lengths in customary units to the quarter-inch and half-inch, and feet</li> </ul>	Supplemental materials will be used to address this standard	NC.3.MD.2	Quizzes  Teacher-made assessments

<p>and yards to the whole unit.</p> <ul style="list-style-type: none"> <li>• Estimate and measure capacity and weight in customary units to a whole number: cups, pints, quarts, gallons, ounces, and pounds.</li> <li>• 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.</li> </ul>			
<p><b>Measurement and Data</b> Represent and interpret data</p> <p>Represent and interpret scaled picture and bar graphs:</p> <ul style="list-style-type: none"> <li>• Collect data by asking a question that yields data in up to four categories.</li> <li>• Make a representation of data and interpret data in a frequency table, scaled picture graph, and/or scaled bar graph with axes provided.</li> <li>• Solve one and two-step “how many more” and “how many less” problems using information from these graphs</li> </ul>	<p>3 M2 Lesson 13: Collect and represent data in a scaled bar graph and solve related problems. 3 M6 Lesson 22: Generate categorical data and represent it by using a scaled picture graph. 3 M6 Lesson 23: Solve word problems by creating scaled picture graphs and scaled bar graphs.</p>	NC.3.MD.3	Unit Assessments
<p><b>Measurement and Data</b> Understand the concept of area.</p> <p>Find the area of a rectangle with whole-number side lengths by tiling without gaps or overlaps and counting unit squares.</p>	<p>3 M4 Topic A: Foundations for Understanding Area 3 M4 Lesson 6: Tile rectangles with squares to make arrays and relate the side lengths to the area. 3 M4 Lesson 7: Draw rows and columns to complete a rectangular array and determine its area. 3 M4 Lesson 16: Solve historical math problems involving area. 3 M4 Lesson 18: Find the area of shapes and represent area data on a line plot.</p>	NC.3.MD.5	Unit Assessments
<p>Relate area to the operations of multiplication and addition.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<p>3 M4 Topic B: Concepts of Area Measurement 3 M4 Topic C: Applying Properties of Operations to Area 3 M4 Lesson 13: Apply area understanding to real-world situations. 3 M4 Lesson 14: Reason to find the area of composite shapes by using grids. 3 M4 Lesson 15: Reason to find the area of composite shapes by using rectangles. 3 M4 Lesson 17: Apply area concepts to a real-world context. 3 M4 Lesson 18: Find the area of shapes and represent area data on a line plot. 3 M4 Lesson 19: Apply area concepts to complete a multi-part task.</p>	NC.3.MD.7	

<ul style="list-style-type: none"> <li>• 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.</li> </ul>			
<b>Measurement and Data</b> Understand the concept of perimeter  Solve problems involving perimeters of polygons, including finding the perimeter given the side lengths, and finding an unknown side length.	3 M6 Topic C: Problem Solving with Perimeter 3 M6 Lesson 19: Measure the perimeter of various circles to the nearest quarter inch by using string.	NC.3.MD.8	Unit Assessments
<b>Geometry</b> Reason with shapes and their attributes  Reason with two-dimensional shapes and their attributes  • Investigate, describe, and reason about composing triangles and quadrilaterals and decomposing quadrilaterals.  • Recognize and draw examples and non-examples of types of quadrilaterals including rhombuses, rectangles, squares, parallelograms, and trapezoids.	3 M4 Lesson 1: Explore attributes of squares, rectangles, and trapezoids. 3 M4 Lesson 5: Relate side lengths to the number of tiles on a side. 3 M6 Topic B: Attributes of Two-Dimensional Figures  Supplemental materials will be needed to address some areas of this standard.	NC.3.G.1	Unit assessments  Quizzes  Teacher-made assessments

<b>Focus Academy Charter School Curriculum Map Fourth Grade Math (Eureka Math)</b>			
Unit Pacing	Learning Targets	NC Standards	Assessments
<b>Operations and Algebraic Thinking</b> Represent and solve problems involving multiplication and division.  Interpret a multiplication equation as a comparison. Multiply or divide to solve word problems involving multiplicative comparisons	4 M1 Topic A: Multiplication as Multiplicative Comparison 4 M1 Lesson 6: Demonstrate that a digit represents 10 times the value of what it represents in the place to its right. 4 M2 Lesson 9: Solve multiplication word problems. 4 M2 Lesson 20: Solve word problems involving additive and multiplicative comparisons.	NC.4.OA.1	Unit Assessments

using models and equations with a symbol for the unknown number. Distinguish multiplicative comparison from additive comparison.			
<b>Operations and Algebraic Thinking</b> Use the four operations with whole numbers to solve problems.  Solve two-step word problems involving the four operations with whole numbers. <ul style="list-style-type: none"> <li>• Use estimation strategies to assess reasonableness of answers</li> <li>• Interpret remainders in word problems.</li> <li>• Represent problems using equations with a letter standing for the unknown quantity.</li> </ul>	4 M1 Lesson 15: Apply estimation to real-world situations by using rounding. 4 M1 Lesson 16: Add by using the standard algorithm. 4 M1 Lesson 17: Solve multi-step addition word problems by using the standard algorithm. 4 M1 Lesson 21: Solve two-step word problems by using addition and subtraction. 4 M1 Lesson 22: Solve multi-step word problems by using addition and subtraction. 4 M3 Topic F: Remainders, Estimating, and Problem Solving	NC.4.OA.3	Unit Assessments
<b>Operations and Algebraic Thinking</b> Gain familiarity with factors and multiples.  Find all factor pairs for whole numbers up to and including 50 to: <ul style="list-style-type: none"> <li>• Recognize that a whole number is a multiple of each of its factors.</li> <li>• Determine whether a given whole number is a multiple of a given one-digit number.</li> <li>• Determine if the number is prime or composite</li> </ul>	4 M2 Lesson 21: Find factor pairs for numbers up to 100 and use factors to identify numbers as prime or composite. 4 M2 Lesson 22: Use division and the associative property of multiplication to find factors. 4 M2 Lesson 23: Determine whether a whole number is a multiple of another number. 4 M2 Lesson 24: Recognize that a number is a multiple of each of its factors. 4 M2 Lesson 25: Explore properties of prime and composite numbers up to 100 by using multiples.	NC.4.OA.4	Unit Assessments
<b>Operations and Algebraic Thinking</b> Generate and analyze problems.  Generate and analyze a number or shape pattern that follows a given rule.	4 M2 Lesson 26: Use relationships within a pattern to find an unknown term in the sequence.	NC.4.OA.5	Unit Assessments
<b>Numbers and Operations in Base Ten</b> Generalize place value understanding multi-digit whole numbers.  Explain that in a multi-digit whole number, a digit in one place represents 10 times as much as it represents in the place to its right, up to 100,000.	4 M1 Lesson 6: Demonstrate that a digit represents 10 times the value of what it represents in the place to its right.	NC.4.NBT.1	Unit Assessments

Read and write multi-digit whole numbers up to and including 100,000 using numerals, number names, and expanded form.	<p>4 M1 Lesson 5: Organize, count, and represent a collection of objects.</p> <p>4 M1 Lesson 7: Write numbers to 1,000,000 in unit form and expanded form by using place value structure.</p> <p>4 M1 Lesson 8: Write numbers to 1,000,000 in standard form and word form.</p> <p>4 M1 Lesson 9: Compare numbers within 1,000,000 by using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p> <p>4 M1 Lesson 10: Name numbers by using place value understanding.</p> <p>4 M1 Lesson 11: Find 1, 10, and 100 thousand more than and less than a given number</p>	NC.4.NBT.2	Unit Assessments
Compare two multi-digit numbers up to and including 100,000 based on the values of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	<p>4 M1 Lesson 5: Organize, count, and represent a collection of objects.</p> <p>4 M1 Lesson 7: Write numbers to 1,000,000 in unit form and expanded form by using place value structure.</p> <p>4 M1 Lesson 8: Write numbers to 1,000,000 in standard form and word form.</p> <p>4 M1 Lesson 9: Compare numbers within 1,000,000 by using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p> <p>4 M1 Lesson 10: Name numbers by using place value understanding.</p> <p>4 M1 Lesson 11: Find 1, 10, and 100 thousand more than and less than a given number.</p>	NC.4.NBT.7	Unit Assessments
<p><b>Numbers and Operations in Base Ten</b></p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Add and subtract multi-digit whole numbers up to and including 100,000 using the standard algorithm with place value understanding.</p>	4 M1 Topic D: Multi-Digit Whole Number Addition and Subtraction	NC.4.NBT.4	Unit Assessments
Multiply a whole number of up to three digits by a one-digit whole number, and multiply up to two two-digit numbers with place value understanding using area models, partial products, and the properties of operations. Use models to make connections and develop the algorithm.	<p>4 M2 Lesson 1: Multiply multiples of 10 by one-digit numbers by using the associative property of multiplication.</p> <p>4 M2 Topic B: Multiplication of Tens and Ones by One-Digit Numbers</p> <p>4 M3 Lesson 2: Multiply by multiples of 100 and 1,000.</p> <p>4 M3 Lesson 3: Multiply a two-digit multiple of 10 by a two-digit multiple of 10.</p> <p>4 M3 Topic C: Multiplication of up to Four-Digit Numbers by One-Digit Numbers</p> <p>4 M3 Topic D: Multiplication of Two-Digit Numbers by Two-Digit Numbers</p>	NC.4.NBT.5	Unit Assessments
Find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors with place value understanding using rectangular arrays, area models, repeated subtraction, partial quotients, properties of operations, and/or the relationship between multiplication and division.	<p>4 M2 Lesson 2: Divide two- and three-digit multiples of 10 by one-digit numbers.</p> <p>4 M2 Topic C: Division of Tens and Ones by One-Digit Numbers</p> <p>4 M3 Lesson 1: Divide multiples of 100 and 1,000.</p> <p>4 M3 Topic B: Division of Thousands, Hundreds, Tens, and Ones</p> <p>4 M3 Lesson 21: Find whole-number quotients and remainders.</p> <p>4 M3 Lesson 22: Represent, estimate, and solve division word problems.</p>	NC.4.NBT.6	Unit Assessments
<b>Numbers and Operations - Fractions</b>	4 M4 Lesson 8: Generate equivalent fractions with smaller units for unit	NC.4.NF.1	Unit Assessments

<p>Extend understanding of Fractions</p> <p>Explain why a fraction is equivalent to another fraction by using area and length fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.</p>	<p>fractions.</p> <p>4 M4 Lesson 9: Generate equivalent fractions with smaller units for non-unit fractions.</p> <p>4 M4 Lesson 10: Generate equivalent fractions with larger units.</p> <p>4 M4 Lesson 11: Represent equivalent fractions by using tape diagrams, number lines, and multiplication or division.</p> <p>4 M4 Lesson 12: Generate equivalent fractions for fractions greater than 1 and generate equivalent mixed numbers.</p>		
<p>Compare two fractions with different numerators and different denominators, using the denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions by:</p> <ul style="list-style-type: none"> <li>Reasoning about their size and using area and length models.</li> <li>Using benchmark fractions <math>0</math>, <math>\frac{1}{2}</math>, and a whole.</li> <li>Comparing common numerator or common denominators.</li> </ul>	<p>4 M4 Topic C: Compare Fractions</p>	<p>NC.4.NF.2</p>	<p>Unit Assessments</p>
<p><b>Number and Operations - Fractions</b></p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand and justify decompositions of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100.</p> <ul style="list-style-type: none"> <li>Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</li> <li>Decompose a fraction into a sum of unit fractions and a sum of fractions with the same denominator in more than one way using area models, length models, and equations.</li> <li>Add and subtract fractions, including mixed numbers with like denominators, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</li> </ul>	<p>4 M4 Topic A: Fraction Decomposition and Equivalence</p> <p>4 M4 Lesson 7: Rename fractions as a sum of equivalent smaller unit fractions.</p> <p>4 M4 Topic D: Add and Subtract Fractions</p> <p>4 M4 Lesson 23: Add a fraction to a mixed number.</p> <p>4 M4 Lesson 24: Add a mixed number to a mixed number.</p> <p>4 M4 Lesson 25: Subtract a fraction from a mixed number, part 1.</p> <p>4 M4 Lesson 26: Subtract a fraction from a mixed number, part 2.</p> <p>4 M4 Lesson 27: Subtract a mixed number from a mixed number.</p> <p>4 M4 Lesson 28: Represent and solve word problems with mixed numbers by using drawings and equations.</p>	<p>NC.4.NF.3</p>	<p>Unit Assessments</p>

<ul style="list-style-type: none"> <li>• Solve word problems involving addition and subtraction of fractions, including mixed numbers by writing equations from a visual representation of the problem.</li> </ul>			
<b>Numbers and Operations - Fractions</b> Use unit fractions to understand operations of fractions  Apply and extend previous understandings of multiplication to:  <ul style="list-style-type: none"> <li>• Model and explain how fractions can be represented by multiplying a whole number by a unit fraction, using this understanding to multiply a whole number by any fraction less than one.</li> <li>• Solve word problems involving multiplication of a fraction by a whole number.</li> </ul>	4 M4 Topic F: Repeated Addition of Fractions as Multiplication	NC.4.NF.4	Unit Assessments
<b>Numbers and Operations - Fractions</b> Understand decimal notation for fractions, and compare decimal fractions.  Use decimal notation to represent fractions.  <ul style="list-style-type: none"> <li>• Express, model and explain the equivalence between fractions with denominators of 10 and 100.</li> <li>• Use equivalent fractions to add two fractions with denominators of 10 or 100.</li> <li>• Represent tenths and hundredths with models, making connections between fractions and decimals.</li> </ul>	4 M5 Topic A: Exploration of Tenths 4 M5 Topic B: Tenths and Hundredths 4 M5 Topic D: Addition of Tenths and Hundredths	NC.4.NF.6	Unit Assessments
Compare two decimals to hundredths by reasoning about their size using area and length models, and recording the results of comparisons with the symbols $>$ , $=$ , or $<$ . Recognize that comparisons are valid only when the two decimals refer to the same whole.	4 M5 Topic C: Comparison of Decimal Numbers	NC.4.NF.7	Unit Assessments
<b>Measurement and Data</b> Solve problems involving measurement	4 M1 Topic E: Metric Measurement Conversion Tables 4 M2 Lesson 17: Express measurements of length in terms of smaller units.	NC.4.MD.1	Unit Assessments



<p>Know relative sizes of measurement units. Solve problems involving metric measurement</p> <ul style="list-style-type: none"> <li>• Measure to solve problems involving metric units: centimeter, meter, gram, kilogram, Liter, milliliter</li> <li>• Add, subtract, multiply, and divide to solve one-step word problems involving whole-number measurements of length, mass, and capacity that are given in metric units.</li> </ul>	<p>4 M2 Lesson 20: Solve word problems involving additive and multiplicative comparisons. 4 M3 Topic E: Problem Solving with Measurement 4 M4 Lesson 18: Estimate sums and differences of fractions by using benchmarks. 4 M4 Lesson 20: Subtract a fraction from a whole number. 4 M4 Lesson 21: Solve addition and subtraction word problems and estimate the reasonableness of the answers. 4 M4 Lesson 24: Add a mixed number to a mixed number. 4 M4 Lesson 27: Subtract a mixed number from a mixed number. 4 M4 Lesson 28: Represent and solve word problems with mixed numbers by using drawings and equations. 4 M4 Lesson 33: Solve word problems involving multiplication of a fraction by a whole number. 4 M5 Lesson 14: Solve word problems with tenths and hundredths.</p>		
<p>Use multiplicative reasoning to convert metric measurements from a larger unit to a smaller unit using place value understanding, two-column tables, and length models.</p>	<p>4 M1 Topic E: Metric Measurement Conversion Tables 4 M2 Lesson 17: Express measurements of length in terms of smaller units. 4 M3 Topic E: Problem Solving with Measurement</p>	NC.4.MD.2	Unit Assessments
<p>Solve word problems involving addition and subtraction of time intervals that cross the hour.</p>	<p>Supplemental materials will be used to address this standard.</p>	NC.4.MD.8	Teacher made assessments Quizzes
<p><b>Measurement and Data</b> Solve problems involving area and perimeter.  Solve problems with area and perimeter.</p> <ul style="list-style-type: none"> <li>• Find areas of rectilinear figures with known side lengths.</li> <li>• Solve problems involving a fixed area and varying perimeters and a fixed perimeter and varying areas.</li> <li>• Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</li> </ul>	<p>3 M4 Lesson 10: Compose large rectangles and reason about their areas. 3 M4 Lesson 11: Decompose to find the total area of a rectangle. 3 M4 Lesson 14: Reason to find the area of composite shapes by using grids. 3 M4 Lesson 15: Reason to find the area of composite shapes by using rectangles. 3 M4 Lesson 17: Apply area concepts to a real-world context. 3 M4 Lesson 19: Apply area concepts to complete a multi-part task. 4 M2 Lesson 3: Investigate and use a formula for the area of a rectangle. 4 M2 Lesson 7: Multiply by using an area model and the distributive property. 4 M2 Lesson 18: Investigate and use formulas for the perimeter of a rectangle. 4 M2 Lesson 19: Apply area and perimeter formulas to solve problems. 4 M2 Lesson 20: Solve word problems involving additive and multiplicative comparisons.</p>	NC.4.MD.3	Unit Assessments
<p><b>Measurement and Data</b> Represent and interpret data.  Represent and interpret data using whole numbers</p> <ul style="list-style-type: none"> <li>• Collect data by asking a question that yields</li> </ul>	<p>Supplemental material will be used to address this standard.</p>	NC.4.MD.4	Teacher-made assessments Quizzes

<p>numerical data.</p> <ul style="list-style-type: none"> <li>• Make a representation of data and interpret data in a frequency table, scaled bar graph, and/or line plot.</li> <li>• Determine whether a survey question will yield categorical or numerical data.</li> </ul>			
<p><b>Measurement and Data</b> Understanding concepts of angle and measure angles.</p> <p>Develop an understanding of angles and angle measurement.</p> <ul style="list-style-type: none"> <li>• Understand angles as geometric shapes that are formed wherever two rays share a common endpoint, and are measured in degrees.</li> <li>• Measure and sketch angles in whole-number degrees using a protractor.</li> <li>• Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems.</li> </ul>	<p>4 M6 Topic B: Angle Measurement 4 M6 Topic C: Determine Unknown Angle Measures</p>	NC.4.MD.6	Unit Assessments
<p><b>Geometry</b> Classify shapes based on lines and angles in two-dimensional figures.</p> <p>Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.</p>	<p>4 M6 Topic A: Lines and Angles 4 M6 Lesson 10: Use 180° protractors to measure angles. 4 M6 Lesson 11: Estimate and measure angles with a 180° protractor. 4 M6 Lesson 12: Use a protractor to draw angles up to 180°. 4 M6 Lesson 18: Analyze and classify triangles based on side length, angle measures, or both. 4 M6 Lesson 19: Construct and classify triangles based on given attributes. 4 M6 Lesson 20: Sort polygons based on a given rule.</p>	NC.4.G.1	Unit Assessments
<p>Classify quadrilaterals and triangles based on angle measure, side lengths, and the presence or absence of parallel or perpendicular lines.</p>	<p>4 M6 Lesson 18: Analyze and classify triangles based on side length, angle measures, or both. 4 M6 Lesson 19: Construct and classify triangles based on given attributes. 4 M6 Lesson 20: Sort polygons based on a given rule.</p>	NC.4.G.2	Unit Assessments
<p>Recognize symmetry in a two-dimensional figure, and identify and draw lines of symmetry.</p>	<p>4 M6 Lesson 17: Recognize, identify, and draw lines of symmetry.</p>	NC.4.G.3	Unit Assessments

## Focus Academy Charter School Curriculum Map Fifth Grade Math (Eureka Math)

Unit Pacing	Learning Targets	NC Standards	Assessments
<b>Operations and Algebraic Thinking</b> Write and interpret numerical expressions. Write, explain, and evaluate numerical expressions involving the four operations to solve up to two-step problems. Include expressions involving: <ul style="list-style-type: none"> <li>• Parentheses, using the order of operations.</li> <li>• Commutative, associative and distributive properties.</li> </ul>	5 M1 Lesson 7: Multiply by using familiar methods. 5 M1 Lesson 8: Multiply two- and three-digit numbers by two-digit numbers by using the distributive property. 5 M1 Topic D: Multi-Step Problems with Whole Numbers 5 M3 Lesson 12: Divide a nonzero whole number by a unit fraction to find the number of groups. 5 M3 Lesson 16: Reason about the size of quotients of whole numbers and unit fractions and quotients of unit fractions and whole numbers. 5 M3 Lesson 18: Compare and evaluate expressions with parentheses. 5 M3 Lesson 22: Evaluate expressions involving nested grouping symbols. 5 M4 Lesson 29: Interpret, evaluate, and compare numerical expressions involving decimals. 5 M4 Lesson 30: Create and solve real-world problems for given numerical expressions involving decimals.	NC.5.OA.2	Unit Assessments
<b>Operations and Algebraic Thinking</b> Analyze patterns and relationships  Generate two numerical patterns using two given rules. <ul style="list-style-type: none"> <li>• Identify apparent relationships between corresponding terms.</li> <li>• Form ordered pairs consisting of corresponding terms from the two patterns.</li> <li>• Graph the ordered pairs on a coordinate plane..</li> </ul>	5 M6 Lesson 7: Generate number patterns to form ordered pairs. 5 M6 Lesson 8: Identify addition and subtraction relationships between corresponding terms in number patterns. 5 M6 Lesson 9: Identify multiplication and division relationships between corresponding terms in number patterns. 5 M6 Lesson 11: Draw lines in the coordinate plane and identify points on the lines. 5 M6 Lesson 20: Reason about patterns in real-world situations.	NC.5.OA.3	Unit Assessments
<b>Number and Operations in Base Ten</b> Understand the place value system.  Explain the patterns in the place value system from one million to the thousandths place. <ul style="list-style-type: none"> <li>• Explain that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 10 1 of what it represents in the place to its left.</li> <li>• Explain patterns in products and quotients</li> </ul>	5 M1 Lesson 1: Relate adjacent place value units by using place value understanding. 5 M1 Lesson 2: Multiply and divide by 10, 100, and 1,000 and identify patterns in the products and quotients. 5 M1 Lesson 3: Use exponents to multiply and divide by powers of 10. 5 M1 Lesson 4: Estimate products and quotients by using powers of 10 and their multiples. 5 M4 Lesson 1: Model and relate decimal place value units to thousandths. 5 M4 Lesson 2: Represent thousandths as a place value unit. 5 M4 Lesson 3: Represent decimal numbers to the thousandths place in different forms. 5 M4 Lesson 4: Relate the values of digits in a decimal number by using	NC.5.NBT.1	Unit Assessments

when numbers are multiplied by 1,000, 100, 10, 0.1, and 0.01 and/or divided by 10 and 100.	place value understanding. 5 M4 Lesson 5: Multiply and divide decimal numbers by powers of 10.		
Read, write, and compare decimals to thousandths.	5 M4 Lesson 1: Model and relate decimal place value units to thousandths. 5 M4 Lesson 2: Represent thousandths as a place value unit. 5 M4 Lesson 3: Represent decimal numbers to the thousandths place in different forms. 5 M4 Lesson 6: Compare decimal numbers to the thousandths place.	NC.5.NBT.3	Unit Assessments
<b>Number and Operations in Base Ten</b> Perform operations with multi-digit whole numbers.  Demonstrate fluency with the multiplication of two whole numbers up to a three-digit number by a two-digit number using the standard algorithm	5 M1 Topic B: Multiplication of Whole Numbers 5 M4 Lesson 9: Add decimal numbers by using different methods. 5 M4 Lesson 12: Subtract decimal numbers by using place value understanding. 5 M4 Lesson 13: Solve word problems involving addition and subtraction of decimal numbers and fractions. 5 M4 Lesson 15: Multiply decimal numbers to hundredths by one-digit whole numbers and multiples of 10, 100, or 1,000 by using different written methods. 5 M4 Lesson 16: Multiply decimal numbers to hundredths by two-digit whole numbers by using area models and vertical form. 5 M4 Lesson 17: Multiply decimal numbers to hundredths by two-digit whole numbers by using different methods. 5 M4 Lesson 19: Multiply a decimal number by a decimal number. 5 M4 Lesson 20: Divide decimal numbers to hundredths by one-digit whole numbers and multiples of 10, 100, or 1,000 by using unit form and place value understanding. 5 M4 Lesson 22: Divide decimal numbers to hundredths by two-digit whole numbers. 5 M4 Lesson 23: Relate division by 0.1 and 0.01 to division by a unit fraction. 5 M4 Lesson 24: Divide decimal numbers by decimal numbers, resulting in whole-number quotients. 5 M4 Lesson 25: Divide decimal numbers by decimal numbers, resulting in decimal-number quotients.	NC.5.NBT.5	Unit Assessments
Find quotients with remainders when dividing whole numbers with up to four-digit dividends and two-digit divisors using rectangular arrays, area models, repeated subtraction, partial quotients, and/or the relationship between multiplication and division. Use models to make connections and develop the algorithm.	5 M1 Topic C: Division of Whole Numbers	NC.5.NBT.6	Unit Assessments
<b>Number and Operations in Base Ten</b> Perform operations with decimals.  Compute and solve real-world problems with multi-digit whole numbers and decimal	5 M4 Lesson 9: Add decimal numbers by using different methods. 5 M4 Lesson 10: Add decimal numbers by using place value understanding. 5 M4 Lesson 11: Subtract decimal numbers by using different methods. 5 M4 Lesson 12: Subtract decimal numbers by using place value understanding.	NC.5.NBT.7	Unit Assessments

<p>numbers.</p> <ul style="list-style-type: none"> <li>• Add and subtract decimals to thousandths using models, drawings or strategies based on place value.</li> <li>• Multiply decimals with a product to thousandths using models, drawings, or strategies based on place value.</li> <li>• Divide a whole number by a decimal and divide a decimal by a whole number, using repeated subtraction or area models. Decimals should be limited to hundredths.</li> <li>• Use estimation strategies to assess reasonableness of answers.</li> </ul>	<p>5 M4 Topic C: Multiplication of Decimal Numbers 5 M4 Topic D: Division of Decimal Numbers</p>		
<p><b>Number and Operations—Fractions</b> Use equivalent fractions as a strategy to add and subtract fractions.</p> <p>Add and subtract fractions, including mixed numbers, with unlike denominators using related fractions: halves, fourths and eighths; thirds, sixths, and twelfths; fifths, tenths, and hundredths.</p> <ul style="list-style-type: none"> <li>• Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</li> <li>• Solve one- and two-step word problems in context using area and length models to develop the algorithm. Represent the word problem in an equation.</li> </ul>	<p>5 M2 Lesson 7: Add and subtract fractions with related units by finding equivalent fractions numerically. 5 M2 Lesson 8: Add and subtract fractions with unrelated units by finding equivalent fractions pictorially. 5 M2 Lesson 9: Add and subtract fractions with unrelated units by finding equivalent fractions numerically. 5 M2 Topic C: Addition and Subtraction of Fractions, Whole Numbers, and Mixed Numbers 5 M2 Lesson 17: Solve problems by equally redistributing a total amount.</p>	NC.5.NF.1	Unit Assessments
<p><b>Number and Operations—Fractions</b> Apply and extend previous understandings of multiplication and division to multiply and divide fractions</p> <p>Use fractions to model and solve division problems.</p> <ul style="list-style-type: none"> <li>• Interpret a fraction as an equal sharing context, where a quantity is divided into equal parts.</li> </ul>	<p>5 M2 Topic A: Fractions and Division</p>	NC.5.NF.3	Unit Assessments

<ul style="list-style-type: none"> <li>• Model and interpret a fraction as the division of the numerator by the denominator.</li> <li>• Solve one-step word problems involving division of whole numbers leading to answers in the form of fractions and mixed numbers, with denominators of 2, 3, 4, 5, 6, 8, 10, and 12, using area, length, and set models or equations.</li> </ul>			
<p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction, including mixed numbers.</p> <ul style="list-style-type: none"> <li>• Use area and length models to multiply two fractions, with the denominators 2, 3, 4.</li> <li>• Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number and when multiplying a given number by a fraction less than 1 results in a product smaller than the given number.</li> <li>• Solve one-step word problems involving multiplication of fractions using models to develop the algorithm.</li> </ul>	<p>5 M3 Topic A: Multiplication of a Whole Number by a Fraction  5 M3 Topic B: Multiplication of Fractions  5 M3 Lesson 17: Solve word problems involving fractions with multiplication and division.  5 M3 Lesson 21: Solve multi-step word problems involving fractions.  5 M5 Topic B: Areas of Rectangular Figures with Fraction Side Lengths  5 M6 Lesson 15: Use the coordinate plane to reason about perimeters and areas of rectangles.</p>	NC.5.NF.4	Unit Assessments
<p>Solve one-step word problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions using area and length models, and equations to represent the problem.</p>	<p>5 M3 Topic C: Division with a Unit Fraction and a Whole Number  5 M3 Lesson 19: Create and solve one-step word problems involving fractions.  5 M3 Lesson 20: Solve multi-step word problems involving fractions and write equations with parentheses.  5 M3 Lesson 21: Solve multi-step word problems involving fractions.</p>	NC.5.NF.7	Unit Assessments
<p><b>Measurement and Data</b>  Convert like measurement units within a given measurement system.</p> <p>Given a conversion chart, use multiplicative reasoning to solve one-step conversion problems within a given measurement system.</p>	<p>5 M1 Lesson 5: Convert measurements and describe relationships between metric units.  5 M1 Lesson 6: Solve multi-step word problems by using metric measurement conversion.  5 M3 Lesson 5: Convert larger customary measurement units to smaller measurement units.  5 M3 Lesson 6: Convert smaller customary measurement units to larger measurement units.  5 M4 Lesson 26: Solve a real-world problem involving metric measurements.  5 M4 Lesson 27: Convert metric measurements involving decimals.  5 M4 Lesson 28: Convert customary measurements involving decimals.</p>	NC.5.MD.1	Unit Assessments

<p><b>Measurement and Data</b> Represent and interpret data.</p> <p>Represent and interpret data.</p> <ul style="list-style-type: none"> <li>• Collect data by asking a question that yields data that changes over time.</li> <li>• Make and interpret a representation of data using a line graph.</li> <li>• Determine whether a survey question will yield categorical or numerical data, or data that changes over time.</li> </ul>	Supplemental material is necessary to address this standard.	NC.5.MD.2	Unit Assessments
<p><b>Measurement and Data</b> Understand concepts of volume.</p> <p>Recognize volume as an attribute of solid figures and measure volume by counting unit cubes, using cubic centimeters, cubic inches, cubic feet, and improvised units.</p>	5 M5 Topic C: Volume Concepts	NC.5.MD.4	Unit Assessments
<p>Relate volume to the operations of multiplication and addition.</p> <ul style="list-style-type: none"> <li>• Find the volume of a rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths.</li> <li>• Build understanding of the volume formula for rectangular prisms with whole-number edge lengths in the context of solving problems.</li> <li>• Find volume of solid figures with one-digit dimensions composed of two non-overlapping rectangular prisms.</li> </ul>	5 M5 Topic D: Volume and the Operations of Multiplication and Addition	NC.5.MD.5	Unit Assessments
<p><b>Geometry</b> Understand the coordinate plane.</p> <p>Graph points in the first quadrant of a coordinate plane, and identify and interpret the x and y coordinates to solve problems.</p>	<p>5 M6 Topic A: Coordinate Systems</p> <p>5 M6 Lesson 5: Identify properties of horizontal and vertical lines.</p> <p>5 M6 Lesson 6: Use properties of horizontal and vertical lines to solve problems.</p> <p>5 M6 Lesson 7: Generate number patterns to form ordered pairs.</p> <p>5 M6 Lesson 8: Identify addition and subtraction relationships between corresponding terms in number patterns.</p> <p>5 M6 Lesson 9: Identify multiplication and division relationships between</p>	NC.5.G.1	Unit Assessments



	corresponding terms in number patterns. 5 M6 Topic C: Solve Mathematical Problems in the Coordinate Plane 5 M6 Lesson 16: Interpret graphs that represent real-world situations. 5 M6 Lesson 17: Plot data in the coordinate plane and analyze relationships. 5 M6 Lesson 18: Interpret line graphs. 5 M6 Lesson 20: Reason about patterns in real-world situations.		
<b>Geometry</b> Classify quadrilaterals. Classify quadrilaterals into categories based on their properties.  • Explain that attributes belonging to a category of quadrilaterals also belong to all subcategories of that category.  • Classify quadrilaterals in a hierarchy based on properties.	5 M5 Topic A: Drawing, Analysis, and Classification of Two-Dimensional Figures 5 M6 Lesson 12: Graph and classify quadrilaterals in the coordinate plane.	NC.5.G.3	Unit Assessments

### Focus Academy Charter School Curriculum Map Sixth Grade Math (Eureka Math)

Unit Pacing	Learning Targets	NC Standards	Assessments
<b>Ratio and Proportional Relationships</b> Understand ratio concepts and use ratio to solve problems.  Understand the concept of a ratio and use ratio language to:  • Describe a ratio as a multiplicative relationship between two quantities.  • Model a ratio relationship using a variety of representations	6 M1 Lesson 2: Introduction to Ratios 6 M1 Lesson 3: Ratios and Tape Diagrams 6 M1 Lesson 4: Exploring Ratios by Making Batches 6 M1 Lesson 5: Equivalent Ratios 6 M1 Lesson 8: Addition Patterns in Ratio Relationships 6 M1 Lesson 10: Multiplicative Reasoning in Ratio Relationships 6 M1 Lesson 11: Applications of Ratio Reasoning	NC.6.RP.1	Unit Assessments
Understand that ratios can be expressed as equivalent unit ratios by finding and interpreting both unit ratios in context.	6 M1 Lesson 15: The Value of the Ratio 6 M1 Lesson 16: Speed 6 M1 Lesson 17: Rates 6 M1 Lesson 18: Comparing Rates 6 M1 Lesson 19: Using Rates to Convert Units	NC.6.RP.2	Unit Assessments

	6 M1 Lesson 20: Solving Rate Problems		
<p>Use ratio reasoning with equivalent whole-number ratios to solve real-world and mathematical problems by:</p> <ul style="list-style-type: none"> <li>• Creating and using a table to compare ratios.</li> <li>• Finding missing values in the tables.</li> <li>• Using a unit ratio.</li> <li>• Converting and manipulating measurements using given ratios.</li> <li>• Plotting the pairs of values on the coordinate plane.</li> </ul>	<p>6 M1 Lesson 1: Jars of Jelly Beans          6 M1 Lesson 3: Ratios and Tape Diagrams          6 M1 Lesson 4: Exploring Ratios by Making Batches          6 M1 Lesson 5: Equivalent Ratios          6 M1 Topic B: Collections of Equivalent Ratios          6 M1 Topic C: Comparing Ratio Relationships          6 M1 Topic D: Rates          6 M4 Lesson 22: Relationship between Two Variables          6 M4 Lesson 23: Graphs of Ratio Relationships          6 M5 Lesson 8: Areas of Composite Figures in Real-World Situations          6 M5 Lesson 13: Surface Area in Real-World Situations</p>	NC.6.RP.3	Unit Assessments
<p>Use ratio reasoning to solve real-world and mathematical problems with percents by:</p> <ul style="list-style-type: none"> <li>• Understanding and finding a percent of a quantity as a ratio per 100.</li> <li>• Using equivalent ratios, such as benchmark percents (50%, 25%, 10%, 5%, 1%), to determine a part of any given quantity.</li> <li>• Finding the whole, given a part and the percent.</li> </ul>	6 M1 Topic E: Percents	NC.6.RP.4	Unit Assessments
<p><b>The Number System</b>          Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <p>Use visual models and common denominators to:</p> <ul style="list-style-type: none"> <li>• Interpret and compute quotients of fractions.</li> <li>• Solve real-world and mathematical problems involving division of fractions.</li> </ul>	<p>6 M2 Topic B: Dividing Fractions          6 M2 Topic C: Dividing Fractions Fluently</p>	NC.6.NS.1	Unit Assessments
<p><b>The Number System</b>          Compute fluently with multi-digit numbers and find common factors and multiples.</p>	<p>6 M2 Lesson 17: Partial Quotients          6 M2 Lesson 18: The Standard Division Algorithm          6 M2 Lesson 19: Expressing Quotients as Decimals</p>	NC.6.NS.2	Unit Assessments

Fluently divide using long division with a minimum of a four-digit dividend and interpret the quotient and remainder in context.			
Apply and extend previous understandings of decimals to develop and fluently use the standard algorithms for addition, subtraction, multiplication and division of decimals.	6 M2 Lesson 13: Decimal Addition and Subtraction 6 M2 Lesson 14: Patterns in Multiplying Decimals 6 M2 Lesson 15: Decimal Multiplication 6 M2 Topic F: Decimal Division	NC.6.NS.3	Unit Assessments
<p>Understand and use prime factorization and the relationships between factors to:</p> <ul style="list-style-type: none"> <li>• Find the unique prime factorization for a whole number.</li> <li>• Find the greatest common factor of two whole numbers less than or equal to 100.</li> <li>• Use the greatest common factor and the distributive property to rewrite the sum of two whole numbers, each less than or equal to 100.</li> <li>• Find the least common multiple of two whole numbers less than or equal to 12 to add and subtract fractions with unlike denominators.</li> </ul>	6 M2 Topic A: Factors, Multiples, and Divisibility 6 M4 Lesson 13: The Distributive Property 6 M4 Lesson 14: Using the Distributive Property to Factor Expressions	NC.6.NS.4	Unit Assessments
<p><b>The Number System</b> Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand and use rational numbers to:</p> <ul style="list-style-type: none"> <li>• Describe quantities having opposite directions or values.</li> <li>• Represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</li> <li>• Understand the absolute value of a rational number as its distance from 0 on the number line to: <ul style="list-style-type: none"> <li>- Interpret absolute value as magnitude for a positive or negative quantity in a real-world context.</li> <li>- Distinguish comparisons of absolute value from statements about order.</li> </ul> </li> </ul>	6 M3 Lesson 1: Positive and Negative Numbers 6 M3 Lesson 4: Rational Numbers in Real-World Situations 6 M3 Lesson 7: Absolute Value 6 M3 Lesson 8: Absolute Value and Order 6 M3 Lesson 9: Interpreting Order and Distance in Real-World Situations	NC.6.NS.5	Unit Assessments

Understand rational numbers as points on the number line and as ordered pairs on a coordinate plane.	This standard is fully addressed by the lessons aligned to its subsections.	NC.6.NS.6	Unit Assessments
<p>On a number line:</p> <ul style="list-style-type: none"> <li>• Recognize opposite signs of numbers as indicating locations on opposite sides of 0 and that the opposite of the opposite of a number is the number itself.</li> <li>• Find and position rational numbers on a horizontal or vertical number line.</li> </ul>	<p>6 M3 Lesson 2: Integers  6 M3 Lesson 3: Rational Numbers  6 M3 Lesson 4: Rational Numbers in Real-World Situations  6 M3 Lesson 11: Plotting Points in the Coordinate Plane  6 M3 Lesson 12: Reflections in the Coordinate Plane  6 M3 Lesson 13: Constructing the Coordinate Plane  6 M3 Topic D: Solving Problems in the Coordinate Plane</p>	NC.6.NS.6.a	Unit Assessments
<p>On a coordinate plane:</p> <ul style="list-style-type: none"> <li>• Understand signs of numbers in ordered pairs as indicating locations in quadrants.</li> <li>• Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</li> <li>• Find and position pairs of rational numbers on a coordinate plane.</li> </ul>	<p>6 M3 Lesson 3: Rational Numbers  6 M3 Lesson 10: The Four Quadrants of the Coordinate Plane  6 M3 Lesson 11: Plotting Points in the Coordinate Plane  6 M3 Lesson 12: Reflections in the Coordinate Plane  6 M3 Lesson 13: Constructing the Coordinate Plane  6 M3 Topic D: Solving Problems in the Coordinate Plane</p>	NC.6.NS.6.b	Unit Assessments
Understand ordering of rational numbers.	This standard is fully addressed by the lessons aligned to its subsections.	NC.6.NS.7	Unit Assessments
Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.	<p>6 M3 Lesson 5: Comparing Rational Numbers  6 M3 Lesson 6: Ordering Rational Numbers</p>	NC.6.NS.7.a	Unit Assessments
Write, interpret, and explain statements of order for rational numbers in real-world contexts.	<p>6 M3 Lesson 5: Comparing Rational Numbers  6 M3 Lesson 6: Ordering Rational Numbers</p>	NC.6.NS.7.b	Unit Assessments
Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	<p>6 M3 Lesson 14: Modeling with the Coordinate Plane  6 M3 Topic D: Solving Problems in the Coordinate Plane  6 M5 Lesson 5: Perimeter and Area in the Coordinate Plane</p>	NC.6.NS.8	Unit Assessments
<p>Apply and extend previous understandings of addition and subtraction.</p> <ul style="list-style-type: none"> <li>• Describe situations in which opposite quantities combine to make 0.</li> </ul>	<p>7 M2 Topic A: Adding Rational Numbers  7 M2 Topic B: Subtracting Rational Numbers</p>	NC.6.NS.9	Unit Assessments

<ul style="list-style-type: none"> <li>• Understand <math>p + q</math> as the number located a distance <math>q</math> from <math>p</math>, in the positive or negative direction depending on the sign of <math>q</math>. Show that a number and its additive inverse create a zero pair.</li> <li>• Understand subtraction of integers as adding the additive inverse, <math>p - q = p + (-q)</math>. Show that the distance between two integers on the number line is the absolute value of their difference.</li> <li>• Use models to add and subtract integers from <math>-20</math> to <math>20</math> and describe real-world contexts using sums and differences.</li> </ul>			
<b>Expressions and Equations</b> Apply and extend previous understandings of arithmetic to algebraic expressions.  Write and evaluate numerical expressions, with and without grouping symbols, involving whole-number exponents.	6 M4 Topic A: Numerical Expressions	NC.6.EE.1	Unit Assessments
Write, read, and evaluate algebraic expressions.  <ul style="list-style-type: none"> <li>• Write expressions that record operations with numbers and with letters standing for numbers.</li> <li>• Identify parts of an expression using mathematical terms and view one or more of those parts as a single entity.</li> <li>• Evaluate expressions at specific values of their variables using expressions that arise from formulas used in real-world problems.</li> </ul>	6 M4 Lesson 7: Algebraic Expressions with Addition and Subtraction 6 M4 Lesson 8: Algebraic Expressions with Addition, Subtraction, Multiplication, and Division 6 M4 Lesson 9: Addition and Subtraction Expressions from Real-World Situations 6 M4 Lesson 11: Modeling Real-World Situations with Expressions 6 M4 Lesson 12: Applying Properties to Multiplication and Division Expressions 6 M4 Lesson 17: Equations and Solutions 6 M5 Lesson 1: The Area of a Parallelogram 6 M5 Lesson 3: The Area of a Triangle 6 M5 Lesson 12: From Nets to Surface Area 6 M5 Lesson 13: Surface Area in Real-World Situations 6 M5 Lesson 14: Designing a Box 6 M5 Lesson 16: Applying Volume Formulas	NC.6.EE.2	Unit Assessments
Apply the properties of operations to generate equivalent expressions without exponents.	6 M4 Topic C: Equivalent Expressions Using the Properties of Operations 6 M5 Lesson 4: Areas of Triangles in Real-World Situations 6 M5 Lesson 6: Problem Solving with Area in the Coordinate Plane 6 M5 Lesson 7: Area of Trapezoids and Other Polygons	NC.6.EE.3	Unit Assessments
Identify when two expressions are equivalent	6 M4 Topic C: Equivalent Expressions Using the Properties of Operations	NC.6.EE.4	Unit Assessments

and justify with mathematical reasoning.	6 M5 Lesson 7: Area of Trapezoids and Other Polygons 6 M5 Lesson 12: From Nets to Surface Area 6 M5 Lesson 17: Problem Solving with Volume		
<b>Expressions and Equations</b> Reason about and solve one-variable equations.  Use substitution to determine whether a given number in a specified set makes an equation true.	6 M4 Lesson 17: Equations and Solutions 6 M4 Lesson 18: Inequalities and Solutions 6 M4 Lesson 19: Solving Equations with Addition and Subtraction 6 M4 Lesson 20: Solving Equations with Multiplication and Division	NC.6.EE.5	Unit Assessments
Use variables to represent numbers and write expressions when solving a real-world or mathematical problem.	6 M4 Lesson 9: Addition and Subtraction Expressions from Real-World Situations 6 M4 Lesson 10: Multiplication and Division Expressions from Real-World Situations 6 M4 Lesson 11: Modeling Real-World Situations with Expressions 6 M4 Lesson 16: Equivalent Algebraic Expressions	NC.6.EE.6	Unit Assessments
Solve real-world and mathematical problems by writing and solving equations of the form:  • $x + p = q$ in which $p$ , $q$ and $x$ are all nonnegative rational numbers; and,  • $p \cdot x = q$ for cases in which $p$ , $q$ and $x$ are all nonnegative rational numbers.	6 M4 Lesson 17: Equations and Solutions 6 M4 Lesson 19: Solving Equations with Addition and Subtraction 6 M4 Lesson 20: Solving Equations with Multiplication and Division 6 M4 Lesson 21: Solving Problems with Equations 6 M5 Lesson 2: The Area of a Right Triangle	NC.6.EE.7	Unit Assessments
<b>Expressions and Equations</b> Reason about and solve one-variable inequalities.  Reason about inequalities by:  • Using substitution to determine whether a given number in a specified set makes an inequality true.  • Writing an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition • Recognizing that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions.  • Representing solutions of inequalities on number line diagrams.	6 M4 Lesson 18: Inequalities and Solutions	NC.6.EE.8	Unit Assessments
<b>Expressions and Equations</b> Represent and analyze quantitative	6 M4 Topic E: Relating Variables by Using Tables, Graphs, and Equations	NC.6.EE.9	Unit Assessments

<p>relationships between dependent and independent variables.</p> <p>Represent and analyze quantitative relationships by:</p> <ul style="list-style-type: none"> <li>• Using variables to represent two quantities in a real-world or mathematical context that change in relationship to one another</li> <li>• Analyze the relationship between quantities in different representations (context, equations, tables, and graphs).</li> </ul>			
<p><b>Geometry</b> Solve real-world and mathematical problems involving area,surface area, and volume.</p> <p>Create geometric models to solve real-world and mathematical problems to:</p> <ul style="list-style-type: none"> <li>•Find the area of triangles by composing into rectangles and decomposing into right triangles.</li> <li>• Find the area of special quadrilaterals and polygons by decomposing into triangles or rectangles</li> </ul>	<p>6 M5 Topic A: Areas of Polygons 6 M5 Topic B: Problem Solving with Area</p>	NC.6.G.1	Unit Assessments
<p>Apply and extend previous understandings of the volume of a right rectangular prism to find the volume of right rectangular prisms with fractional edge lengths. Apply this understanding to the context of solving real-world and mathematical problems.</p>	6 M5 Topic D: Volumes of Right Rectangular Prisms	NC.6.G.2	Unit Assessments
<p>Use the coordinate plane to solve real-world and mathematical problems by:</p> <ul style="list-style-type: none"> <li>• Drawing polygons in the coordinate plane given coordinates for the vertices.</li> <li>•Using coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate.</li> </ul>	<p>6 M5 Lesson 5: Perimeter and Area in the Coordinate Plane 6 M5 Lesson 6: Problem Solving with Area in the Coordinate Plane</p>	NC.6.G.3	Unit Assessments



Represent right prisms and right pyramids using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	6 M5 Topic C: Nets and Surface Area 6 M5 Lesson 19: Volume and Surface Area in Real-World Situations	NC.6.G.4	Unit Assessments
<b>Statistics and Probability</b> Develop understanding of statistical variability.	6 M6 Lesson 1: Posing Statistical Questions 6 M6 Lesson 6: Selecting a Data Display 6 M6 Lesson 17: Developing a Statistical Project	NC.6.SP.1	Unit Assessments
Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	6 M6 Lesson 2: Describing a Data Distribution 6 M6 Lesson 3: Creating a Dot Plot 6 M6 Lesson 4: Creating a Histogram 6 M6 Lesson 9: Variability in a Data Distribution 6 M6 Lesson 14: Using a Box Plot to Summarize a Distribution 6 M6 Lesson 18: Connecting Graphical Representations and Summary Measures	NC.6.SP.2	Unit Assessments
Understand that both a measure of center and a description of variability should be considered when describing a numerical data set.	6 M6 Topic B: Mean and Mean Absolute Deviation 6 M6 Lesson 12: Using the Median to Describe the Center 6 M6 Lesson 13: Using the Interquartile Range to Describe Variability 6 M6 Lesson 15: More Practice with Box Plots 6 M6 Lesson 16: Interpreting Box Plots 6 M6 Lesson 19: Comparing Data Distributions 6 M6 Lesson 22: Presenting Statistical Projects	NC.6.SP.3	Unit Assessments
Determine the measure of center of a data set and understand that it is a single number that  • Understand that a mean is a measure of center that represents a balance point or fair share of a data set and can be influenced by the presence of extreme values within the data set.  • Understand the median as a measure of center that is the numerical middle of an ordered data set.	6 M6 Topic B: Mean and Mean Absolute Deviation 6 M6 Lesson 12: Using the Median to Describe the Center 6 M6 Lesson 13: Using the Interquartile Range to Describe Variability 6 M6 Lesson 15: More Practice with Box Plots 6 M6 Lesson 16: Interpreting Box Plots 6 M6 Lesson 19: Comparing Data Distributions 6 M6 Lesson 22: Presenting Statistical Projects	NC.6.SP.3.a	Unit Assessments
Understand that describing the variability of a data set is needed to distinguish between data sets in the same scale, by comparing graphical representations of different data sets in the same scale that have similar measures of center, but different spreads.	6 M6 Topic B: Mean and Mean Absolute Deviation 6 M6 Lesson 12: Using the Median to Describe the Center 6 M6 Lesson 13: Using the Interquartile Range to Describe Variability 6 M6 Lesson 15: More Practice with Box Plots 6 M6 Lesson 16: Interpreting Box Plots 6 M6 Lesson 19: Comparing Data Distributions 6 M6 Lesson 22: Presenting Statistical Projects	NC.6.SP.3.b	Unit Assessments

<b>Statistics and Probability</b> Summarize and describe distributions.  Display numerical data in plots on a number line.  <ul style="list-style-type: none"> <li>• Use dot plots, histograms, and box plots to represent data.</li> <li>• Compare attributes of different representations of the same data.</li> </ul>	6 M6 Lesson 3: Creating a Dot Plot 6 M6 Lesson 4: Creating a Histogram 6 M6 Lesson 5: Comparing Data Displays 6 M6 Lesson 6: Selecting a Data Display 6 M6 Lesson 14: Using a Box Plot to Summarize a Distribution 6 M6 Lesson 15: More Practice with Box Plots 6 M6 Lesson 16: Interpreting Box Plots 6 M6 Lesson 19: Comparing Data Distributions 6 M6 Lesson 22: Presenting Statistical Projects	NC.6.SP.4	Unit Assessments
Summarize numerical data sets in relation to their context.	This standard is fully addressed by the lessons aligned to its subsections.	NC.6.SP.5	Unit Assessments
Describe the data collected by:  <ul style="list-style-type: none"> <li>• Reporting the number of observations in dot plots and histograms.</li> <li>• Communicating the nature of the attribute under investigation, how it was measured, and the units of measurement.</li> </ul>	6 M6 Lesson 1: Posing Statistical Questions 6 M6 Lesson 2: Describing a Data Distribution 6 M6 Lesson 5: Comparing Data Displays 6 M6 Lesson 17: Developing a Statistical Project 6 M6 Lesson 21: Comparing Measures of Variability	NC.6.SP.5.a	Unit Assessments
Analyze center and variability by:  <ul style="list-style-type: none"> <li>• Giving quantitative measures of center, describing variability, and any overall pattern, and noting any striking deviations.</li> <li>• Justifying the appropriate choice of measures of center using the shape of the data distribution.</li> </ul>	6 M6 Lesson 7: Using the Mean to Describe the Center 6 M6 Lesson 8: The Mean as a Balance Point 6 M6 Lesson 10: The Mean Absolute Deviation 6 M6 Lesson 11: Using the Mean and Mean Absolute Deviation 6 M6 Lesson 12: Using the Median to Describe the Center 6 M6 Lesson 13: Using the Interquartile Range to Describe Variability 6 M6 Lesson 18: Connecting Graphical Representations and Summary Measures 6 M6 Lesson 20: Choosing a Measure of Center 6 M6 Lesson 21: Comparing Measures of Variability	NC.6.SP.5.b	Unit Assessments

## Focus Academy Charter School Curriculum Map Seventh Grade Math (Eureka Math)

Unit Pacing	Learning Targets	NC Standards	Assessments
<b>Ratio and Proportional Relationships</b> Analyze proportional relationships and use	7 M1 Lesson 1: An Experiment with Ratios and Rates 7 M1 Lesson 2: Exploring Tables of Proportional Relationships	NC.7.RP.1	Unit Assessments

<p>them to solve real-world and mathematical problems.</p> <p>Compute unit rates associated with ratios of fractions to solve real-world and mathematical problems.</p>	7 M1 Lesson 3: Identifying Proportional Relationships in Tables		
Recognize and represent proportional relationships between quantities.	This standard is fully addressed by the lessons aligned to its subsections.	NC.7.RP.2	Unit Assessments
<p>Understand that a proportion is a relationship of equality between ratios.</p> <ul style="list-style-type: none"> <li>• Represent proportional relationships using tables and graphs.</li> <li>• Recognize whether ratios are in a proportional relationship using tables and graphs.</li> <li>• Compare two different proportional relationships using tables, graphs, equations, and verbal descriptions.</li> </ul>	<p>7 M1 Topic A: Understanding Proportional Relationships</p> <p>7 M1 Lesson 14: Extreme Bicycles</p>	NC.7.RP.2.a	Unit Assessments
Identify the unit rate (constant of proportionality) within two quantities in a proportional relationship using tables, graphs, equations, and verbal descriptions.	<p>7 M1 Lesson 4: Exploring Graphs of Proportional Relationships</p> <p>7 M1 Lesson 5: Analyzing Graphs of Proportional Relationships</p> <p>7 M1 Lesson 6: Identifying Proportional Relationships in Written Descriptions</p> <p>7 M1 Lesson 8: Relating Representations of Proportional Relationships</p> <p>7 M1 Lesson 9: Comparing Proportional Relationships</p> <p>7 M1 Lesson 11: Constant Rates</p> <p>7 M1 Lesson 12: Multi-Step Ratio Problems, Part 1</p> <p>7 M1 Lesson 13: Multi-Step Ratio Problems, Part 2</p> <p>7 M1 Lesson 16: Using a Scale Factor</p> <p>7 M1 Lesson 18: Relating Areas of Scale Drawings</p>	NC.7.RP.2.b	Unit Assessments
Create equations and graphs to represent proportional relationships.	<p>7 M1 Lesson 2: Exploring Tables of Proportional Relationships</p> <p>7 M1 Lesson 3: Identifying Proportional Relationships in Tables</p> <p>7 M1 Lesson 8: Relating Representations of Proportional Relationships</p> <p>7 M1 Lesson 10: Applying Proportional Reasoning</p> <p>7 M1 Lesson 11: Constant Rates</p> <p>7 M1 Lesson 12: Multi-Step Ratio Problems, Part 1</p> <p>7 M1 Lesson 13: Multi-Step Ratio Problems, Part 2</p> <p>7 M5 Lesson 1: Proportionality and Scale Factor</p> <p>7 M5 Lesson 4: Proportion and Percent</p> <p>7 M5 Lesson 5: Common Denominators or Common Numerators</p>	NC.7.RP.2.c	Unit Assessments

<p>Use a graphical representation of a proportional relationship in context to:</p> <ul style="list-style-type: none"> <li>• Explain the meaning of any point (x, y).</li> <li>• Explain the meaning of (0, 0) and why it is included.</li> <li>• Understand that the y-coordinate of the ordered pair (1, r) corresponds to the unit rate and explain its meaning.</li> </ul>	<p>7 M1 Lesson 4: Exploring Graphs of Proportional Relationships  7 M1 Lesson 5: Analyzing Graphs of Proportional Relationships  7 M1 Lesson 9: Comparing Proportional Relationships</p>	NC.7.RP.2.d	Unit Assessments
<p>Use scale factors and unit rates in proportional relationships to solve ratio and percent problems.</p>	<p>7 M1 Lesson 7: Handstand Sprint  7 M1 Lesson 10: Applying Proportional Reasoning  7 M1 Lesson 11: Constant Rates  7 M1 Lesson 12: Multi-Step Ratio Problems, Part 1  7 M1 Lesson 13: Multi-Step Ratio Problems, Part 2  7 M5 Lesson 2: Racing for Percents  7 M5 Lesson 3: Percent as a Rate per 100  7 M5 Lesson 4: Proportion and Percent  7 M5 Lesson 5: Common Denominators or Common Numerators  7 M5 Topic B: Part of 100  7 M5 Lesson 10: Percent Increase  7 M5 Lesson 11: Percent Decrease  7 M5 Lesson 12: More Discounts  7 M5 Lesson 13: What Is the Best Deal?  7 M5 Topic D: Applications of Percent  7 M5 Lesson 20: Making Money, Day 1  7 M5 Lesson 21: Making Money, Day 2  7 M5 Lesson 22: Making Mixtures  7 M5 Lesson 23: Percents of Percents</p>	NC.7.RP.3	Unit Assessments
<p><b>The Number System</b>  Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers, using the properties of operations, and describing real-world contexts using sums and differences.</p>	<p>7 M2 Lesson 2: Adding Integers  7 M2 Lesson 3: Adding Integers Efficiently  7 M2 Lesson 4: KAKOOMA®  7 M2 Lesson 5: Decomposing Rational Numbers to Make Addition More Efficient  7 M2 Lesson 6: Adding Rational Numbers  7 M2 Lesson 8: Subtracting Integers, Part 1  7 M2 Lesson 9: Subtracting Integers, Part 2  7 M2 Lesson 10: Subtracting Rational Numbers, Part 1  7 M2 Lesson 11: Subtracting Rational Numbers, Part 2  7 M2 Lesson 12: The Integer Game  7 M2 Lesson 23: Properties of Operations with Rational Numbers  7 M2 Lesson 24: Order of Operations with Rational Numbers</p>	NC.7.NS.1	Unit Assessments

Apply and extend previous understandings of multiplication and division.	This standard is fully addressed by the lessons aligned to its subsections.	NC.7.NS.2	Unit Assessments
Understand that a rational number is any number that can be written as a quotient of integers with a non-zero divisor.	7 M2 Lesson 18: Understanding Negative Divisors 7 M2 Lesson 21: Comparing and Ordering Rational Numbers	NC.7.NS.2.a	Unit Assessments
Apply properties of operations as strategies, including the standard algorithms, to multiply and divide rational numbers and describe the product and quotient in real-world contexts.	7 M2 Topic C: Multiplying Rational Numbers 7 M2 Lesson 17: Understanding Negative Dividends 7 M2 Lesson 18: Understanding Negative Divisors 7 M2 Lesson 22: Multiplication and Division Expressions 7 M2 Lesson 24: Order of Operations with Rational Numbers	NC.7.NS.2.b	Unit Assessments
Use division and previous understandings of fractions and decimals.  • Convert a fraction to a decimal using long division.  • Understand that the decimal form of a rational number terminates in 0s or eventually repeats.	7 M2 Lesson 19: Rational Numbers as Decimals, Part 1 7 M2 Lesson 20: Rational Numbers as Decimals, Part 2 7 M2 Lesson 21: Comparing and Ordering Rational Numbers	NC.7.NS.2.c	Unit Assessments
Solve real-world and mathematical problems involving numerical expressions with rational numbers using the four operations.	7 M2 Lesson 25: Writing and Evaluating Expressions with Rational Numbers, Part 1 7 M2 Lesson 26: Writing and Evaluating Expressions with Rational Numbers, Part 2	NC.7.NS.3	Unit Assessments
<b>Expressions and Equations</b> Use properties of operations to generate equivalent expressions.  Apply properties of operations as strategies to:  • Add, subtract, and expand linear expressions with rational coefficients.  • Factor linear expression with an integer GCF.	7 M3 Topic A: Equivalent Expressions	NC.7.EE.1	Unit Assessments
Understand that equivalent expressions can reveal real-world and mathematical relationships. Interpret the meaning of the parts of each expression in context.	7 M3 Lesson 2: The Distributive Property and the Tabular Model 7 M3 Lesson 4: Adding and Subtracting Expressions 7 M3 Lesson 5: Factoring Expressions 7 M3 Lesson 6: Comparing Expressions 7 M3 Lesson 9: Solving Equations to Determine Unknown Angle Measures 7 M5 Lesson 10: Percent Increase 7 M5 Lesson 11: Percent Decrease 7 M5 Lesson 12: More Discounts 7 M5 Lesson 14: Scale Factor—Percent Increase and Decrease 7 M5 Lesson 15: Tips and Taxes	NC.7.EE.2	Unit Assessments

	7 M5 Lesson 16: Markups and Discounts 7 M5 Lesson 23: Percents of Percents		
<b>Expressions and Equations</b> Solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities.	7 M2 Lesson 25: Writing and Evaluating Expressions with Rational Numbers, Part 1 7 M2 Lesson 26: Writing and Evaluating Expressions with Rational Numbers, Part 2 7 M3 Lesson 9: Solving Equations to Determine Unknown Angle Measures 7 M3 Lesson 10: Problem Solving with Unknown Angle Measures 7 M3 Lesson 11: Dominoes and Dominoes 7 M3 Lesson 16: Using Equations to Solve Rate Problems 7 M3 Lesson 17: Using Equations to Solve Problems	NC.7.EE.3	Unit Assessments
Use variables to represent quantities to solve real-world or mathematical problems.	This standard is fully addressed by the lessons aligned to its subsections.	NC.7.EE.4	Unit Assessments
Construct equations to solve problems by reasoning about the quantities.  • Fluently solve multistep equations with the variable on one side, including those generated by word problems.  • Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.  • Interpret the solution in context.	7 M3 Lesson 11: Dominoes and Dominoes 7 M3 Lesson 12: Solving Equations Algebraically and Arithmetically 7 M3 Lesson 13: Solving Equations—Puzzles 7 M3 Lesson 16: Using Equations to Solve Rate Problems 7 M3 Lesson 17: Using Equations to Solve Problems	NC.7.EE.4.a	Unit Assessments
Construct inequalities to solve problems by reasoning about the quantities.  • Fluently solve multi-step inequalities with the variable on one side, including those generated by word problems.  • Compare an algebraic solution process for equations and an algebraic solution process for inequalities.  • Graph the solution set of the inequality and interpret in context.	7 M3 Topic D: Inequalities	NC.7.EE.4.b	Unit Assessments
<b>Geometry</b> Draw, construct, and describe geometrical figures and describe the relationships between them.	7 M1 Lesson 15: Scale Drawings 7 M1 Lesson 16: Using a Scale Factor 7 M1 Lesson 17: Finding Actual Distances from a Scale Drawing 7 M1 Lesson 18: Relating Areas of Scale Drawings 7 M1 Lesson 19: Scale and Scale Factor	NC.7.G.1	Unit Assessments

<p>Solve problems involving scale drawings of geometric figures by:</p> <ul style="list-style-type: none"> <li>• Building an understanding that angle measures remain the same and side lengths are proportional.</li> <li>• Using a scale factor to compute actual lengths and areas from a scale drawing.</li> <li>• Creating a scale drawing</li> </ul>	<p>7 M1 Lesson 20: Creating Multiple Scale Drawings 7 M5 Lesson 1: Proportionality and Scale Factor 7 M5 Lesson 14: Scale Factor—Percent Increase and Decrease</p> <p>Supplemental material is needed to address building an understanding that angle measures remain the same when solving problem involving scale drawings of geometric figures.</p>		
<p>Understand the characteristics of angles and side lengths that create a unique triangle, more than one triangle or no triangle. Build triangles from three measures of angles and/or sides.</p>	<p>7 M4 Topic A: Constructing Geometric Figures 7 M4 Topic B: Constructing Triangles 7 M4 Lesson 9: Constructing a Circle</p>	NC.7.G.2	Unit Assessments
<p><b>Geometry</b> Solve real-world and mathematical problems involving angle measure, area, surface area, and volume.</p> <p>Understand area and circumference of a circle.</p> <ul style="list-style-type: none"> <li>• Understand the relationships between the radius, diameter, circumference, and area.</li> <li>• Apply the formulas for area and circumference of a circle to solve problems.</li> </ul>	<p>7 M4 Lesson 10: The Outside of a Circle 7 M4 Lesson 11: The Inside of a Circle 7 M4 Lesson 12: Exploring the Area and Circumference of a Circle 7 M4 Lesson 13: Finding Areas of Circular Regions 7 M4 Lesson 14: Composite Figures with Circular Regions 7 M4 Lesson 15: Watering a Lawn</p>	NC.7.G.4	Unit Assessments
<p>Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve equations for an unknown angle in a figure.</p>	<p>7 M3 Lesson 7: Angle Relationships and Unknown Angle Measures 7 M3 Lesson 8: Strategies to Determine Unknown Angle Measures 7 M3 Lesson 10: Problem Solving with Unknown Angle Measures</p>	NC.7.G.5	Unit Assessments
<p>Solve real-world and mathematical problems involving:</p> <ul style="list-style-type: none"> <li>• Area and perimeter of two-dimensional objects composed of triangles, quadrilaterals, and polygons.</li> <li>• Volume and surface area of pyramids, prisms, or three-dimensional objects composed of cubes, pyramids, and right prisms.</li> </ul>	<p>7 M4 Lesson 14: Composite Figures with Circular Regions 7 M4 Lesson 16: Solving Area Problems by Composition and Decomposition 7 M4 Lesson 17: Surface Area of Right Rectangular and Right Triangular Prisms 7 M4 Lesson 18: Surface Area of Right Prisms 7 M4 Lesson 20: Surface Areas of Right Pyramids 7 M4 Lesson 21: Surface Area of Other Solids 7 M4 Lesson 24: Volume of Prisms 7 M4 Lesson 25: Volume of Composite Solids</p>	NC.7.G.6	Unit Assessments



	<p>7 M4 Lesson 26: Designing a Fish Tank</p> <p>Supplementary material is needed to address solving real-world and mathematical problems involving perimeter of two-dimensional objects.</p>		
<p><b>Statistics and Probability</b> Use random sampling to draw inferences about a population.</p> <p>Understand that statistics can be used to gain information about a population by:</p> <ul style="list-style-type: none"> <li>• Recognizing that generalizations about a population from a sample are valid only if the sample is representative of that population.</li> <li>• Using random sampling to produce representative samples to support valid inferences.</li> </ul>	<p>7 M6 Lesson 11: Populations and Samples 7 M6 Lesson 12: Selecting a Sample 7 M6 Lesson 13: Variability Between Samples 7 M6 Lesson 14: Sampling Variability When Estimating a Population Mean</p>	NC.7.SP.1	Unit Assessments
<p>Generate multiple random samples (or simulated samples) of the same size to gauge the variation in estimates or predictions, and use this data to draw inferences about a population with an unknown characteristic of interest.</p>	<p>7 M6 Lesson 13: Variability Between Samples 7 M6 Lesson 14: Sampling Variability When Estimating a Population Mean 7 M6 Lesson 15: Sampling Variability and the Effect of Sample Size 7 M6 Lesson 16: Sampling Variability When Estimating a Population Proportion</p>	NC.7.SP.2	Unit Assessments
<p><b>Statistics and Probability</b> Make informal inferences to compare two populations.</p> <p>Recognize the role of variability when comparing two populations.</p>	<p>This standard is fully addressed by the lessons aligned to its subsections</p>	NC.7.SP.3	Unit Assessments
<p>Calculate the measure of variability of a data set and understand that it describes how the values of the data set vary with a single number</p> <p>Understand the mean absolute deviation of a data set is a measure of variability that describes the average distance that points within a data set are from the mean of the data set.</p> <ul style="list-style-type: none"> <li>• Understand that the range describes the</li> </ul>	<p>7 M6 Topic D: Comparing Populations</p>	NC.7.SP.3.a	Unit Assessments

spread of the entire data set.  • Understand that the interquartile range describes the spread of the middle 50% of the data			
Informally assess the difference between two data sets by examining the overlap and separation between the graphical representations of two data sets.	7 M6 Topic D: Comparing Populations	NC.7.SP.3.b	Unit Assessments
Use measures of center and measures of variability for numerical data from random samples to draw comparative inferences about two populations.	7 M6 Topic D: Comparing Populations	NC.7.SP.4	Unit Assessments
<b>Statistics and Probability</b> Investigate chance processes and develop, use, and evaluate probability models. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring.	7 M6 Lesson 1: What Is Probability?	NC.7.SP.5	Unit Assessments
Collect data to calculate the experimental probability of a chance event, observing its long-run relative frequency. Use this experimental probability to predict the approximate relative frequency	7 M6 Lesson 2: Empirical Probability 7 M6 Lesson 3: Outcomes of Chance Experiments 7 M6 Lesson 6: Outcomes That Are Not Equally Likely 7 M6 Lesson 8: Picking Blue	NC.7.SP.6	Unit Assessments
Develop a probability model and use it to find probabilities of simple events.	This standard is fully addressed by the lessons aligned to its subsections.	NC.7.SP.7	Unit Assessments
Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.	7 M6 Lesson 4: Theoretical Probability 7 M6 Lesson 7: The Law of Large Numbers	NC.7.SP.7.a	Unit Assessments
Develop a probability model (which may not be uniform) by repeatedly performing a chance process and observing frequencies in the data generated.	7 M6 Lesson 7: The Law of Large Numbers 7 M6 Lesson 8: Picking Blue	NC.7.SP.7.b	Unit Assessments
Compare theoretical and experimental probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	7 M6 Lesson 7: The Law of Large Numbers	NC.7.SP.7.c	Unit Assessments

Determine probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	This standard is fully addressed by the lessons aligned to its subsections.	NC.7.SP.8	Unit Assessments
Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	7 M6 Lesson 5: Multistage Experiments	NC.7.SP.8.a	Unit Assessments
For an event described in everyday language, identify the outcomes in the sample space which compose the event, when the sample space is represented using organized lists, tables, and tree diagrams.	7 M6 Lesson 5: Multistage Experiments	NC.7.SP.8.b	Unit Assessments
Design and use a simulation to generate frequencies for compound events.	7 M6 Lesson 9: Probability Simulations 7 M6 Lesson 10: Simulations with Random Number Tables	NC.7.SP.8.c	Unit Assessments

### Focus Academy Charter School Curriculum Map Eighth Grade Math (Eureka Math)

Unit Pacing	Learning Targets	NC Standards	Assessments
<b>The Number System</b> Know that there are numbers that are not rational, and approximate them by rational numbers.  Understand that every number has a decimal expansion. Building upon the definition of a rational number, know that an irrational number is defined as a non-repeating, non-terminating decimal.	8 M4 Lesson 5: An Interesting Application of Linear Equations, Part 1 8 M4 Lesson 6: An Interesting Application of Linear Equations, Part 2	NC.8.NS.1	Unit Assessments
Use rational approximations of irrational numbers to compare the size of irrational numbers and locate them approximately on a number line. Estimate the value of expressions involving:  • Square roots and cube roots to the tenths.	8 M1 Lesson 21: Approximating Values of Roots and $\pi$ 8 M1 Lesson 23: Ordering Irrational Numbers	NC.8.NS.2	Unit Assessments

• $\pi$ to the hundredths.			
<b>Expressions and Equations</b> Work with radicals and integer exponents.  Develop and apply the properties of integer exponents to generate equivalent numerical expressions.	8 M1 Topic B: Properties and Definitions of Exponents	NC.8.EE.1	Unit Assessments
Use square root and cube root symbols to: <ul style="list-style-type: none"> <li>• Represent solutions to equations of the form <math>x^2 = p</math> and <math>x^3 = p</math>, where <math>p</math> is a positive rational number.</li> <li>• Evaluate square roots of perfect squares and cube roots of perfect cubes for positive numbers less than or equal to 400.</li> </ul>	8 M1 Lesson 16: Perfect Squares and Perfect Cubes 8 M1 Lesson 17: Solving Equations with Squares and Cubes 8 M1 Lesson 20: Square Roots 8 M1 Lesson 22: Familiar and Not So Familiar Numbers 8 M1 Lesson 24: Revisiting Equations with Squares and Cubes	NC.8.EE.2	Unit Assessments
Use numbers expressed in scientific notation to estimate very large or very small quantities and to express how many times as much one is than the other.	8 M1 Lesson 1: Large and Small Positive Numbers 8 M1 Lesson 2: Comparing Large Numbers 8 M1 Lesson 3: Time to Be More Precise—Scientific Notation 8 M1 Lesson 7: Making Sense of the Exponent of 0 8 M1 Lesson 11: Small Positive Numbers in Scientific Notation	NC.8.EE.3	Unit Assessments
Perform multiplication and division with numbers expressed in scientific notation to solve real-world problems, including problems where both decimal and scientific notation are used.	8 M1 Lesson 2: Comparing Large Numbers 8 M1 Lesson 12: Operations with Numbers in Scientific Notation 8 M1 Lesson 13: Applications with Numbers in Scientific Notation 8 M1 Lesson 14: Choosing Units of Measurement 8 M1 Lesson 15: Get to the Point	NC.8.EE.4	Unit Assessments
<b>Expressions and Equations</b> Analyze and solve linear equations and inequalities.  Solve real-world and mathematical problems by writing and solving equations and inequalities in one variable. <ul style="list-style-type: none"> <li>• Recognize linear equations in one variable as having one solution, infinitely many solutions, or no solutions.</li> <li>• Solve linear equations and inequalities including multi-step equations and inequalities with the same variable on both sides.</li> </ul>	8 M4 Topic A: Linear Equations in One Variable 8 M4 Topic B: The Structure of Linear Equations in One Variable	NC.8.EE.7	Unit Assessments
<b>Expressions and Equations</b> Analyze and solve pairs of simultaneous linear	8 M5 Topic A: Solving Systems of Linear Equations Graphically 8 M5 Topic B: Solving Systems of Equations Algebraically	NC.8.EE.8	Unit Assessments

<p>equations.</p> <p>Analyze and solve a system of two linear equations in two variables in slope-intercept form.</p> <ul style="list-style-type: none"> <li>• Understand that solutions to a system of two linear equations correspond to the points of intersection of their graphs because the point of intersection satisfies both equations simultaneously.</li> <li>• Solve real-world and mathematical problems leading to systems of linear equations by graphing the equations. Solve simple cases by inspection.</li> </ul>	8 M5 Topic C: Writing and Solving Systems of Linear Equations		
<p><b>Functions</b> Define, evaluate, and compare functions.</p> <p>Understand that a function is a rule that assigns to each input exactly one output.</p> <ul style="list-style-type: none"> <li>• Recognize functions when graphed as the set of ordered pairs consisting of an input and exactly one corresponding output.</li> <li>• Recognize functions given a table of values or a set of ordered pairs.</li> </ul>	8 M6 Lesson 1: Motion and Speed 8 M6 Lesson 2: Definition of a Function 8 M6 Lesson 4: More Examples of Functions 8 M6 Lesson 5: Graphs of Functions and Equations	NC.8.F.1	Unit Assessments
<p>Compare properties of two linear functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p>	8 M6 Lesson 7: Interpreting Rate of Change and Initial Value 8 M6 Lesson 8: Comparing Functions	NC.8.F.2	Unit Assessments
<p>Identify linear functions from tables, equations, and graphs.</p>	8 M6 Lesson 3: Linear Functions and Proportionality 8 M6 Lesson 6: Linear Functions and Rate of Change 8 M6 Lesson 10: Graphs of Nonlinear Functions	NC.8.F.3	Unit Assessments
<p><b>Functions</b> Use functions to model relationships between quantities.</p> <p>Analyze functions that model linear relationships.</p> <ul style="list-style-type: none"> <li>• Understand that a linear relationship can be generalized by <math>y = mx + b</math>.</li> </ul>	8 M3 Lesson 17: Similar Triangles on a Line 8 M4 Lesson 16: Proportional Relationships and Slope 8 M4 Lesson 17: Slopes of Rising Lines 8 M4 Lesson 18: Slopes of Falling Lines 8 M4 Lesson 19: Using Coordinates to Find Slope 8 M4 Lesson 20: Slope-Intercept Form of the Equation of a Line 8 M6 Lesson 6: Linear Functions and Rate of Change 8 M6 Lesson 7: Interpreting Rate of Change and Initial Value 8 M6 Lesson 25: Applications of Volume	NC.8.F.4	Unit Assessments

<ul style="list-style-type: none"> <li>• Write an equation in slope-intercept form to model a linear relationship by determining the rate of change and the initial value, given at least two (x, y) values or a graph.</li> <li>• Construct a graph of a linear relationship given an equation in slope-intercept form.</li> <li>• Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of the slope and y-intercept of its graph or a table of values.</li> </ul>			
<p>Qualitatively analyze the functional relationship between two quantities.</p> <ul style="list-style-type: none"> <li>• Analyze a graph determining where the function is increasing or decreasing; linear or nonlinear.</li> <li>• Sketch a graph that exhibits the qualitative features of a real-world function.</li> </ul>	<p>8 M6 Lesson 9: Increasing and Decreasing Functions 8 M6 Lesson 10: Graphs of Nonlinear Functions</p>	NC.8.F.5	Unit Assessments
<p><b>Geometry</b> Understand congruence and similarity using physical models, transparencies, or geometry software. Use transformations to define congruence.</p> <ul style="list-style-type: none"> <li>• Verify experimentally the properties of rotations, reflections, and translations that create congruent figures.</li> <li>• Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations.</li> <li>• Given two congruent figures, describe a sequence that exhibits the congruence between them.</li> </ul>	<p>8 M2 Lesson 1: Motions of the Plane 8 M2 Lesson 2: Translations 8 M2 Lesson 3: Reflections 8 M2 Lesson 5: Rotations 8 M2 Topic B: Rigid Motions and Congruent Figures 8 M2 Lesson 12: Lines Cut by a Transversal</p>	NC.8.G.2	Unit Assessments
<p>Describe the effect of dilations about the origin, translations, rotations about the origin in 90 degree increments, and reflections across the x-axis and y-axis on two-dimensional figures using coordinates.</p>	<p>8 M2 Lesson 4: Translations and Reflections on the Coordinate Plane 8 M2 Lesson 6: Rotations on the Coordinate Plane 8 M2 Lesson 9: Ordering Sequences of Rigid Motions 8 M3 Topic A: Dilations 8 M3 Topic B: Properties of Dilations 8 M3 Lesson 9: Describing Dilations</p>	NC.8.G.3	Unit Assessments

	8 M3 Lesson 10: Sequencing Transformations 8 M3 Lesson 16: Similar Right Triangles		
<p>Use transformations to define similarity.</p> <ul style="list-style-type: none"> <li>• Verify experimentally the properties of dilations that create similar figures.</li> <li>• Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations.</li> <li>• Given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</li> </ul>	<p>8 M3 Lesson 11: Similar Figures 8 M3 Lesson 12: Exploring Angles in Similar Triangles 8 M3 Lesson 13: Similar Triangles 8 M3 Lesson 17: Similar Triangles on a Line</p>	NC.8.G.4	Unit Assessments
<p><b>Geometry</b> Analyze angle relationships.</p> <p>Use informal arguments to analyze angle relationships.</p> <ul style="list-style-type: none"> <li>• Recognize relationships between interior and exterior angles of a triangle.</li> <li>• Recognize the relationships between the angles created when parallel lines are cut by a transversal.</li> <li>• Recognize the angle-angle criterion for similarity of triangles.</li> <li>• Solve real-world and mathematical problems involving angles.</li> </ul>	<p>8 M2 Topic C: Angle Relationships 8 M3 Lesson 12: Exploring Angles in Similar Triangles 8 M3 Lesson 13: Similar Triangles 8 M3 Lesson 14: Using Similar Figures to Find Unknown Side Lengths 8 M3 Lesson 15: Applications of Similar Figures 8 M3 Lesson 16: Similar Right Triangles Supplemental material is needed to address solving real-world problems involving angles.</p> <p>Supplemental material is needed to address solving real-world problems involving angles.</p>	NC.8.G.5	Unit Assessments
<p><b>Geometry</b> Understand and apply the Pythagorean Theorem.</p> <p>Explain the Pythagorean Theorem and its converse.</p>	<p>8 M2 Lesson 17: Proving the Pythagorean Theorem 8 M2 Lesson 18: Proving the Converse of the Pythagorean Theorem 8 M2 Lesson 19: Using the Pythagorean Theorem and Its Converse</p>	NC.8.G.6	Unit Assessments
<p>Apply the Pythagorean Theorem and its converse to solve real-world and mathematical problems.</p>	<p>8 M1 Lesson 18: The Pythagorean Theorem 8 M1 Lesson 19: Using the Pythagorean Theorem 8 M1 Lesson 20: Square Roots 8 M2 Lesson 19: Using the Pythagorean Theorem and Its Converse 8 M2 Lesson 21: Applying the Pythagorean Theorem</p>	NC.8.G.7	Unit Assessments



	8 M2 Lesson 22: On the Right Path 8 M3 Lesson 16: Similar Right Triangles		
Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	8 M2 Lesson 20: Distance in the Coordinate Plane 8 M2 Lesson 22: On the Right Path	NC.8.G.8	Unit Assessments
<b>Geometry</b> Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.  Understand how the formulas for the volumes of cones, cylinders, and spheres are related and use the relationship to solve real-world and mathematical problems.	8 M6 Topic E: Volume	NC.8.G.9	Unit Assessments
<b>Statistics and Probability</b> Investigate patterns of association in bivariate data.  Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Investigate and describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	8 M6 Lesson 11: Scatter Plots 8 M6 Lesson 12: Patterns in Scatter Plots	NC.8.SP.1	Unit Assessments
Model the relationship between bivariate quantitative data to:  • Informally fit a straight line for a scatter plot that suggests a linear association.  • Informally assess the model fit by judging the closeness of the data points to the line	8 M6 Lesson 13: Informally Fitting a Line to Data 8 M6 Lesson 15: Linear Models 8 M6 Lesson 16: Using the Investigative Process 8 M6 Lesson 17: Analyzing the Model	NC.8.SP.2	Unit Assessments
Use the equation of a linear model to solve problems in the context of bivariate quantitative data, interpreting the slope and y-intercept.	8 M6 Lesson 6: Linear Functions and Rate of Change 8 M6 Lesson 7: Interpreting Rate of Change and Initial Value 8 M6 Lesson 14: Determining an Equation of a Line Fit to Data 8 M6 Lesson 15: Linear Models 8 M6 Lesson 16: Using the Investigative Process 8 M6 Lesson 17: Analyzing the Model	NC.8.SP.3	Unit Assessments
Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies	8 M6 Topic D: Bivariate Categorical Data	NC.8.SP.4	Unit Assessments

<p>in a two-way table.</p> <ul style="list-style-type: none"><li>• Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.</li><li>• Use relative frequencies calculated for rows or columns to describe possible association between the two variables.</li></ul>			
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<u>Board Member Name</u>	<u>Board Title</u>	<u>Phone Number</u>	<u>Email Address</u>	<u>County of Residence</u>	<u>Current Occupation</u>	<u>Past or Present Professional Licenses Held</u>	<u>Any disciplinary action taken against any of these professional licenses?</u>
Dr. Sherria Grubbs	Chairperson	(919)819-3435	<a href="mailto:dsherria@hotmail.co">dsherria@hotmail.co</a>	Wake County	Assistant Principal	Professional Educator's License - Elementary Educatic	No
Shawin Dubois	Vice-Chairpers	(336)354-8905	<a href="mailto:shepherdubois@gmail.com">shepherdubois@gmail.com</a>		Teacher/Pastor	Professional Educator's License - Social Studies 6-9	No
Tara Batemon	Treasurer	(919)538-0941	<a href="mailto:tarabatemon@gmail">tarabatemon@gmail</a>	Wake County	Learning Engagement Ma	Microsoft Office Specialist	No
Karon Holloman	Secretary	(919)900-0200	<a href="mailto:kkholloman55@gmail">kkholloman55@gmail</a>	Wake County	Executive Assistant I	None Held	No
Asia Prince	Member	(919)656-3739	<a href="mailto:jprince07@gmail.con">jprince07@gmail.con</a>	Wake County	Court Programs Director	Law License	No

### Charter School Required Signature Certification

*Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Signatures of all Board Members must be provided in Section VII. The Board Chair must certify and provide signature in Section VIII. Any section 'Not Applicable' to the proposed charter school, indicate below with N/A and provide a brief explanation for providing such response in the corresponding text boxes.*

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.

#### I. School Information

Name of charter school

Focus Academy Charter School

#### II. Selected Board Attorney

❖ The selected Board Attorney 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.

No: ☐

Yes: ☒

Not yet identified: ☐

Name of Selected Board Attorney: **Todd A. Jones**

Business/Law Firm Name: **Anderson Jones – Attorneys at Law**

Business Address: **421 North Blount Street, Raleigh, NC 27601**

Telephone No.: **(919) 277-2541**

E-mail address: **Tjones@andersonandjones.com**

### III. Selected Board Auditor

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

No: ☐

Yes: ☐

Not yet identified: ☒

Name of Selected Board Auditor:

Business/Firm Name:

Business Address:

Telephone No.:

Email address:

### IV. Selected CMO/EMO

- ❖ 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.

No: ☒

Yes: ☐

Not yet identified: ☐

Name of Selected Management Organization:

**Not Applicable**

Business Address:.

Telephone No.:

Email address:

### V. Selected Financial Management Service Provider

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

No: ☐

Yes: ☒

Not yet identified: ☐

Name of Selected Financial Management Service Provider:

**American Traditional Academies**

Business Address: **3607 Birdsong Court, Summerfield, NC**

Telephone No.: **336-423-6614**

Email address: **marycsauer@gmail.com**

### VI. Selected Infinite Campus Service Provider

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

No: ☐

Yes: ☒

Not yet identified: ☐

Name of Selected PS or IC Service Provider:

**American Traditional Academies**

Business Address: **3607 Birdsong Court, Summerfield, NC**

Telephone No.: **336-423-6614**

Email address: **marycsauer@gmail.com**



## VII. Signatures of All Charter Board Members

1. Taram Bateman	2. Karen Hellman
3. Alicia	4. Shante Brown
5. Sherria L. Grubbs	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.

## VIII. Certification of Board Chair

I, **Dr. Sherria Grubbs**, 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 Charter Schools Review Board as Focus Academy Charter School is true and correct in every respect.

Signature <i>Sherria L. Grubbs</i>	Date <i>April 21, 2025</i>
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## Charter School Board Member Information Form

**Note:** To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### School Information

Name of charter school

Focus Academy

### Board Member's Information

Board Members

Full name: Asia Prince

Home Address: 609 Ivy Arbor Way, Holly Springs, NC 27540

Business Name & Address:

Telephone No.: 919-656-3739

E-mail address: [ajprince07@gmail.com](mailto:ajprince07@gmail.com)



## Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No: ☐

Yes: ☒

### Educational History

**University of North Carolina School of Law**, Chapel Hill, NC  
*J.D.*, May 2014

**University of North Carolina at Greensboro**, Greensboro, NC  
*B.S.*, Business Administration, concentration in Human Resource Management, May 2011

### Employment History

**North Carolina Administrative Office of the Courts**, Raleigh, NC  
*Court Programs Director*, October 2021 – Present

**United States Attorney's Office – Eastern District of North Carolina**, Raleigh, NC  
*Assistant United States Attorney*, November 2018 – October 2021

**North Carolina Industrial Commission**, Raleigh, NC  
*Director of Claims Administration*, January 2017 – November 2018

**North Carolina Industrial Commission**, Raleigh, NC  
*Special Deputy Commissioner*, September 2014 – December 2016

<b>How were you recruited to join this Board of Directors?</b>	I was informed of the opportunity to join the board of Focus Academy through a friend that is providing consulting work for the board.
<b>Why do you wish to serve on the board of the proposed charter school?</b>	I believe education is the bedrock that sets up an individual for success in the future, and that it is important to instill the love for learning at a young age to create a lifelong learner. I further believe it is important to give back and mentor the next generation. Serving on the board of Focus Academy gives me the opportunity to impact and influence the trajectory of a young person to ensure they reach their full potential.
<b>How were you recruited to join this Board of Directors?</b>	Answered above.
<b>Why do you wish to serve on the board of the proposed charter school?</b>	Answered above.
<b>What is your understanding of the appropriate role of a public charter school board member?</b>	A board of director for a charter school is charged with deciding all matters related to the operation of the school, including budgeting, curriculum, and operating procedures.
<b>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</b>	While I do not have experience serving on the board of a charter school, I have experience serving as a board of director on two previous board. I served as a board of director for Youth Harvest from January 2014 through February 2016. I am currently serving as a board of director for Criminal Justice Alternatives (CJA), which I joined in 2016. Since serving as a board member with CJA, I have served on the subcommittee on two separate occasions that was responsible for interviewing and hiring an executive director. Additionally, I led a subcommittee that did an internal investigation on a discrimination claim brought by an employee of CJA.
<b>Describe the specific knowledge and experience that you would bring to the board.</b>	I believe my legal background, in addition to my previous and current service on nonprofit boards will be an asset to the board of Focus Academy.

## School Mission and Program

<b>What is your understanding of the school's mission and guiding beliefs?</b>	The mission and guiding beliefs of focus academy is empowering each study to reach their fullest potential by creating lifelong learners and developing the character of each student. This is done by combining academics and the arts.
<b>What is your understanding of the school's proposed educational program?</b>	Focus Academy's proposed education program is arts integration, which is an approach in which students demonstrate understanding through an art form. The Eureka curriculum will be used for math and the HMH curriculum for reading.
<b>What do you believe to be the characteristics of a successful school?</b>	A school that is focused on meeting each student where they are, teaching the students how to think critically, ensuring students grasp the material being taught, and ensuring parents are involved and informed on their student's performance and needs. Additionally, a school that works to develop the character of each student.
<b>How will you know that the school is succeeding (or not) in its mission?</b>	The students' performance and academic success will be a strong indicator if the school is meeting its mission.

### Governance


<b>Describe the role that the board will play in the school's operation.</b>	The board will oversee the budgeting, curriculum, operating procedures, as well as hiring and overseeing the executive director of the school. Additionally, the board will ensure that all policies are aligned with the school's mission, charter agreement, and state regulations/laws. Further, the board will develop long term strategic plans and goals to ensure the growth and success of the school.
<b>How will you know if the school is successful at the end of the first year of operation?</b>	The students' academic achievement and the number of students returning for a second year would be strong indicators of success for the first year.
<b>How will you know at the end of five years of the schools is successful?</b>	Things that I would look at to determine the success of the school, includes number of students attending, the academic success of the students, testing, retention rates for both students and staff, as well as the financial health of the school.

What specific steps will the charter school board need to take to ensure that the school is successful?	To ensure the school is successful, the board will need to monitor the school's budget and financial health, ensure the school is following all applicable laws and regulations, promote the school to the community, and ensure the students attending the school are meeting the academic standards.
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 bring my concerns to the entire board to discuss and request that an independent investigation be conducted to determine if there is merit to my concerns. If the board members are in fact acting unethically or not in the best interests of the school, I would follow the procedures laid out in the bylaws to have them removed.

### Certification

I, Asia Prince, 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 Focus Academy Charter School is true and correct in every respect.

### Board Member's Signature

 Signature	Date 4/4/2025
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*\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*



## Charter School Board Member Information Form

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### School Information

**Name of charter school**

Focus Academy Charter School

### Board Member's Information

**Board Members**

Full name: Karon Holloman

Home Address: 6016 Woodchurch Court, Raleigh, NC 27604

Business Name & Address:

Telephone No.: 919-900-0200

E-mail address: kkholloman55@gmail.com

## Board Member Application

**Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?**

No: ☒ Yes: ☐

### **Educational History**

Master's Degree in News Journalism, TV Broadcasting  
Regent University, Va Beach, Va

Bachelor's Degree in Public Relations  
Norfolk State University, Norfolk, Va

### **Employment History**

North Carolina Department of Health and Human Services/ Division of  
Child and Family Well-Being  
Executive Assistant I  
March 2022-Present

North Carolina Department of Commerce  
Executive Assistant II  
Feb. 2021-Feb. 2022

North Carolina Department of Administration  
Executive Assistant  
Mar 2017 – Feb. 2021

North Carolina General Assembly (Senator Angela R. Bryant)  
Legislative Assistant  
Jan. 2013-Mar 2017

North Carolina General Assembly (Rep. Angela R. Bryant)

	<p>Legislative Assistant Mar 2007 – Jan. 2013</p> <p>Giga-Net Temporary Staffing Agency Executive Assistant Feb. 2005 – Jan. 2007</p> <p>Angela Bryant Consulting and City Council Representative Personal Assistant Apr 2002 - June 2003</p>
<b>How were you recruited to join this Board of Directors?</b>	I was contacted by the Board Chair and a Board member
<b>Why do you wish to serve on the board of the proposed charter school?</b>	I believe the vision of Focus Academy aligns with my passion for children and supports their growth and development that I so strongly advocate for.
<b>How were you recruited to join this Board of Directors?</b>	I was contacted by the Board Chair and a Board member.
<b>Why do you wish to serve on the board of the proposed charter school?</b>	I believe the vision of Focus Academy aligns with my passion for children and supports their growth and development that I so strongly advocate for.
<b>What is your understanding of the appropriate role of a public charter school board member?</b>	<p>To make decisions that will benefit all children academically and socially regardless of race, ethnicity and religious affiliation.</p> <p>Additionally, to make decisions to ensure that staff are equipped to adequately teach children to be successful well-rounded students regardless of race, ethnicity and religious and political affiliation. Also, to make sure the facility is up to standards at all times.</p>
<b>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If</b>	I am currently serving my 2 <sup>nd</sup> term on the Governor's Youth Advisory Council. This board is similar in that it is designed to make decisions for the interest of students, however it is different because it is not just

<b>you have not had previous experience of this nature, explain why you can be an effective board member.</b>	for charter schools but all schools in the state of North Carolina. I can be an effective board member because my thought process, decisions and recommendations are always centered around the best interest of children.
<b>Describe the specific knowledge and experience that you would bring to the board.</b>	I bring creativity and strong background of administrative experience to the board. I have been working with children and non-profit children's organizations for the past 20 years. During that time, I have gained a vast amount of knowledge around the needs of children.

<b>School Mission and Program</b>	
<b>What is your understanding of the school's mission and guiding beliefs?</b>	To ensure that students are all given the same opportunity to become successful citizens and essence raise up individuals who will become a tremendous asset to society.
<b>What is your understanding of the school's proposed educational program?</b>	To make learning fun and effective through the arts and other creative means to instill leadership qualities in each and every child.
<b>What do you believe to be the characteristics of a successful school?</b>	One that produces students who are showing progress.
<b>How will you know that the school is succeeding (or not) in its mission?</b>	Because everything is based on data and testing of the students. The level of education and experience of the teachers.

<b>Governance</b>	
<b>Describe the role that the board will play in the school's operation.</b>	To continuously stay abreast of the status of where the school stands operationally wise. This will alleviate any undue stress and last minute emergencies that will need to be addressed.
<b>How will you know if the school is successful at the end of the first year of operation?</b>	Data results through testing and the effectiveness of the teachers.



<b>How will you know at the end of five years of the schools is successful?</b>	Data results through testing and the effectiveness of the teachers.
<b>What specific steps will the charter school board need to take to ensure that the school is successful?</b>	Stay closely connected with the Principal and Board Chair on the state of the school.
<b>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?</b>	I think a corrective action plan and/or immediate dismissal depending on the severity of the matter.

### Certification

I, Karon Holloman, 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 Focus Academy Charter School is true and correct in every respect.

### Board Member's Signature

Signature *Karon Holloman*

Date March 15, 2025

*\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*



## Charter School Board Member Information Form

**Note:** To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### School Information

**Name of charter school**

Focus Academy Charter School

### Board Member's Information

**Board Members**

Full name: Tara M. Batemon

Home Address: 1441 Ujamaa Drive Raleigh, NC 27610

Business Name & Address:

Telephone No.: 919-538-0941

E-mail address: tarabatemon@gmail.com

## Board Member Application

**Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?**

No: ☐

Yes: ☒

### **Educational History**

MBA, Concentration: Finance                      Clark Atlanta University,  
Atlanta, GA

Bachelor of Arts in Health Administration      Arcadia University,  
Glenside, PA

### **Employment History**

**Elder Research, Raleigh, NC location**  
**Learning Engagement Manager**                      **2025 - Present**  
**Lead Learning and Development Specialist**                      **2024 – 2025**  
Click or tap here to enter text.  
**ECPI University, Raleigh, NC location**  
**Faculty**                      **2017 – 2024**  
  
**Duke University, Durham, NC,**  
**Center for Reconciliation - Staff Assistant (CFR)** **01/2015 – 02/2018**  
**Office of Black Church Studies - Staff Assistant (OBCS)**  
**12/2012 – 12/2014**  
**Global Health Institute - Financial Assistant** **06/2011 – 03/2012**  
  
**Associate Instructor – University of Phoenix Online & Ground**  
**Campus 2009 – 2014**

<b>How were you recruited to join this Board of Directors?</b>	Personally requested to join by Dr. Sherria Grubbs, Executive Director, based on my experience in finance, years of teaching in higher education, experience as a board member of other non-profit organizations and my commitment to education and passionate desire to serve.
<b>Why do you wish to serve on the board of the proposed charter school?</b>	I believe in children having access to quality education in a fair and equitable manner. Focus Academy's mission supports this.
<b>How were you recruited to join this Board of Directors?</b>	Personally requested to join by Dr. Sherria Grubbs, Executive Director, based on my experience in finance, years of teaching in higher education, experience as a board member of other non-profit organizations and my commitment to education and passionate desire to serve.
<b>Why do you wish to serve on the board of the proposed charter school?</b>	See above
<b>What is your understanding of the appropriate role of a public charter school board member?</b>	As a public charter school board member, I need to believe in and support the mission of the charter school. I also need to attend board meetings and actively participate and contribute to the organization and daily activities of the school.
<b>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</b>	I have served on previous boards – Advance Health – as a board member and committee member, Emerald Quarry – as a board member, Swift Creek PTA – as President and Vice President. Currently, I serve on the Board of Directors for This Girls Story and serve in the role of Secretary.
<b>Describe the specific knowledge and experience that you would bring to the board.</b>	I have knowledge and experience in the finance industry regarding grant management, corporate finance, and personal finance. Also, my vast experience serving on previous boards helps me to understand proper board conduct.

### School Mission and Program

<b>What is your understanding of the school's mission and guiding beliefs?</b>	Focus Academy is concerned about all children having an opportunity to learn and have access to needed resources to grow as a person.
<b>What is your understanding of the school's proposed educational program?</b>	All choices regarding the education and development of the students and teachers reflect Focus Academy Charter School's mission and vision.
<b>What do you believe to be the characteristics of a successful school?</b>	A school that values education for all its students and has internal systems in place to keep track of their goals and objectives.
<b>How will you know that the school is succeeding (or not) in its mission?</b>	As a Board, we will meet regularly to evaluate the Focus Academy's progress, challenges, and needs to be sure we are in tandem with the school's mission and goals.

### Governance

<b>Describe the role that the board will play in the school's operation.</b>	The board will provide oversight and governance regarding the school's overall operation.
<b>How will you know if the school is successful at the end of the first year of operation?</b>	There will be consistent dialogue throughout the year to evaluate if Focus Academy is meeting its proposed goals and metrics.
<b>How will you know at the end of five years of the schools is successful?</b>	There will be an in-depth review of Focus Academy's activities to see if it is meeting its proposed goals and metrics.
<b>What specific steps will the charter school board need to take to ensure that the school is successful?</b>	Specifically, the board will need to commit to attending all meetings and actively participate during those meetings. Also, the board will need to be an advocate for Focus Academy while out and about in the community.
<b>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?</b>	I would refer to the Code of Ethics of the board and address the issue in that manner.

### Certification

I, Tara M. Batemon, 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 Focus Academy Charter School is true and correct in every respect.

### Board Member's Signature

**Signature Tara M. Batemon**

**Date 3/15/2025**

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### School Information

**Name of charter school**

Focus Academy Charter School

### Board Member's Information

**Board Members**

Full name: Shawin E. DuBois

Home Address: 405 Hampton Lane, Youngsville, NC 27596

Business Name & Address:

Telephone No.: 336-354-8905

E-mail address: shepherdubois@gmail.com

## Board Member Application

**Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?**

No: X

Yes: ☐

### Educational History

**Livingstone College, Salisbury, NC** **June, 2011**  
*Bachelors of Arts, History* Cumulative GPA 2.7 (Scale=4.0)

**East Carolina University, Greenville, NC** **June 2017 – June 2019**  
*Post Baccalaureate Teacher Certification, Social Studies*  
 7 Credit Hours (Completed) Cumulative GPA 4.0 (Scale=4.0)

### Employment History

**St. Matthew AME Zion Church** **Goldsboro, North Carolina**  
 Senior Pastor  
 October 2022– Present

- Pray and promote spirituality.
- Visit sick parishioners to provide them with comfort and support.
- Manager church operational budget.
- Organize and lead regular religious services.

**Jonesboro Chapel AME Zion Church** **Sanford, North Carolina**  
 Senior Pastor **December 2021– October 2022**

- Pray and promote spirituality.
- Visit sick parishioners to provide them with comfort and support.
- Manager church operational budget.

**Granville County Schools** **Oxford, North Carolina**  
 Grade 8 Social Studies Teacher **December 2021 – Present**

- Prepare lesson plans.



	<ul style="list-style-type: none"> <li>● Established and maintain order in the classroom.</li> <li>● Maintain a classroom environment conducive for effective learning.</li> </ul> <p>Halifax County Schools Grade 6 &amp; 8 Social Studies Teacher</p> <p>Enfield, North Carolina August 2015– June 2018</p> <ul style="list-style-type: none"> <li>● Prepare lesson plans.</li> <li>● Established and maintain order in the classroom.</li> <li>● Maintain a classroom environment conducive for effective learning.</li> </ul>
<b>How were you recruited to join this Board of Directors?</b>	I was recruited to join the Board of Directors after the Founder approached me with an offer. This invitation was based on my extensive field of education and work experience. The Founder recognized that my background could contribute positively to the board's mission and objectives. After considerations I was interviewed by the Board Members to present my skills and interest in the mission.
<b>Why do you wish to serve on the board of the proposed charter school?</b>	I am enthusiastic about serving on the board of the proposed charter school because I am passionate about the integration of arts in education. I believe that providing students from diverse backgrounds with the opportunity to choose such an educational path is vital. I see this as a chance to be part of the development of a school that emphasizes creativity and inclusivity.
<b>How were you recruited to join this Board of Directors?</b>	As mentioned I was recruited to join the Board of Directors after the Founder approached me with an offer. This invitation was based on my extensive field of education and work experience. The Founder recognized that my background could contribute positively to the board's mission and objectives. After considerations I was interviewed by the Board Members to present my skills and interest in the mission. I have since worked on the Marketing of the Boards Social Media and was elected Vice-Chair of the Board.
<b>Why do you wish to serve on the board of the proposed charter school?</b>	I am enthusiastic about serving on the board of the proposed charter school because I am passionate about the integration of arts in education. I believe that providing students from diverse backgrounds with the opportunity to choose such an educational path is vital. I see

	this as a chance to be part of the development of a school that emphasizes creativity and inclusivity.
<b>What is your understanding of the appropriate role of a public charter school board member?</b>	To me, the role of a public charter school board member involves overseeing the school's mission and ensuring its adherence to educational standards. Board members are responsible for strategic planning, financial oversight, and policy development. It is crucial to support the school's leadership while holding them accountable to the goals and values of the institution.
<b>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</b>	I bring a wealth of relevant experience to this board position. In I have been in the field of education for over 10 years, additionally I have served as Pastor of several congregations. These responsibilities require me to provide governance, strategic planning, and community engagement. My experience in these roles has equipped me with the skills to contribute effectively to Focus Academy Charter school's governance.
<b>Describe the specific knowledge and experience that you would bring to the board.</b>	I bring specific knowledge and expertise in educational program development and arts integration. My work as a Classroom Teacher has focused on creating inclusive environments that cater to diverse learning needs. This experience enables me to offer informed perspectives on curriculum development and student engagement strategies. I have served as Member and Chair of my School Improvement Team where I am employed. This is not limited to the classroom but to my pastoral ministry also. I have been a Mentor to youth alongside my classroom experiences. Additionally, my background in financial management and fundraising will aid in ensuring the charter school's sustainability and success.

### School Mission and Program

<b>What is your understanding of the school's mission and guiding beliefs?</b>	Focus Academy is committed to empowering students by providing equal opportunities and quality instruction intertwined with the arts. The school's mission emphasizes the importance of lifelong learning, academic excellence, and the development of strong character traits.
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	<p>These elements are designed to prepare students to contribute positively to society. By integrating the arts, Focus Academy aims to foster creativity and inclusivity, ensuring that every student receives a holistic education that caters to diverse learning needs.</p>
<p><b>What is your understanding of the school's proposed educational program?</b></p>	<p>The educational program at Focus Academy is designed to offer a comprehensive curriculum that blends academic rigor with artistic expression. This approach aims to engage students in a variety of learning experiences that develop their intellectual and creative capabilities. The program focuses on innovative teaching methods, personalized learning strategies, and active student participation to ensure that each learner can achieve their full potential. Additionally, the program includes opportunities for students to explore and deepen their interests in the arts, which is a distinctive feature of the school.</p>
<p><b>What do you believe to be the characteristics of a successful school?</b></p>	<p>A successful school is characterized by several key attributes. First, it provides a safe and inclusive environment where students feel valued and supported. Second, it offers a curriculum that meets diverse educational needs and promotes critical thinking and creativity. Third, the school maintains high academic standards and supports teachers in delivering effective instruction. Fourth, it fosters strong relationships between students, teachers, and the community, encouraging collaboration and mutual respect. Lastly, a successful school continually assesses and improves its practices to ensure the best outcomes for its students.</p>
<p><b>How will you know that the school is succeeding (or not) in its mission?</b></p>	<p>To determine if Focus Academy is succeeding in its mission, several indicators can be assessed. Student achievement and growth are key metrics; tracking academic performance over time can reveal the effectiveness of a school's educational strategies. Student engagement and participation levels reveal the school's culture, with high involvement in academics and extracurriculars indicating a positive environment and strong student engagement. Community involvement is crucial, as active participation from parents and the community in school activities shows strong support and collaboration, essential for creating a thriving educational environment. Additionally, it is essential to monitor the school's lasting impact on its students. Finally, consistently gathering and analyzing feedback from both students and</p>

	parents can highlight strengths and pinpoint areas for enhancement, allowing the school to continually adapt to the needs of its community.
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## Governance

<b>Describe the role that the board will play in the school's operation.</b>	The Board of Directors is essential to our school's efficient operation and goal achievement. We provide the necessary infrastructure, select the curriculum to align with educational standards, and hire qualified teachers and staff. Additionally, the board oversees financial matters, sets the budget, establishes the school calendar, and determines admissions policies to ensure equal opportunities for all students. We also ensure compliance with educational laws and develop policies for smooth operations while engaging with other educational organizations to stay informed about best practices.
<b>How will you know if the school is successful at the end of the first year of operation?</b>	Assessing Focus Academy's success after its first year involves analyzing several key indicators. Retention rates can provide insights into whether students are satisfied and finding value in their education. Test scores measure academic achievement and student performance against expectations. Additionally, student satisfaction and engagement levels indicate the quality of the learning environment and the school's effectiveness in creating a positive experience. Teacher satisfaction is vital for high-quality instruction, while parental satisfaction reflects the school's reputation and effectiveness in communication and community engagement.
<b>How will you know at the end of five years of the schools is successful?</b>	After five years, the school's success can be evaluated by comparing its test scores to those of other schools, which can provide a benchmark for academic performance. An increase in student applications indicates that families value our school's quality. This interest shows we are on the right track. Additionally, the success of former students in high school reflects the strong foundation provided in elementary and middle school. Together, these factors demonstrate the effectiveness of our educational

	<p>programs and the promising future for our students. Financial sustainability involves evaluating the school's fund management for future growth and ensuring compliance with regulations to uphold high standards and accountability.</p>
<p><b>What specific steps will the charter school board need to take to ensure that the school is successful?</b></p>	<p>The Board can take several proactive steps to ensure the Focu Academy's success. First, it is essential to regularly listen to feedback from teachers, parents, and students to better understand their needs and concerns. This engagement creates a more inclusive environment where all voices are heard. Additionally, frequent assessments of student performance can help identify areas for improvement while also allowing the board to celebrate successes, thereby motivating students and staff alike. Providing teachers with the necessary resources and support is crucial for delivering effective instruction, ensuring that educators feel equipped to meet their students' needs. Furthermore, the board should commit to continuously learning about best practices in school management, which allows them to stay informed and adaptable in a constantly changing educational landscape. Finally, maintaining transparency in decision-making processes is vital for building trust and fostering a collaborative school community, as it encourages open communication and shared goals among all stakeholders.</p>
<p><b>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?</b></p>	<p>Addressing unethical behavior by Board Members is crucial for upholding integrity and trust within the school. When concerns arise regarding a Board Member's conduct, individuals should first report the issue to the board president or another trusted board member to initiate a thorough investigation. Documenting relevant observations or evidence of misconduct is essential for effectively addressing the situation. Individuals can then request a meeting to discuss the issue and collaboratively explore resolutions. If the situation remains unresolved, it may be necessary to escalate it to external authorities to ensure accountability and maintain ethical standards. Prioritizing the best interests of students and the school is crucial to safeguarding the integrity of the educational environment.</p>

I, Shawin E. DuBois, 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 Focus Academy Charter School is true and correct in every respect.

**Board Member's Signature**

**Signature Shawin E. DuBois /sed**

**Date 3/15/2025**

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### School Information

**Name of charter school**

Focus Academy Charter School

### Board Member's Information

**Board Members**

Full name: Dr. Sherria Grubbs

Home Address: 716 Trout Lilly Place

Business Name & Address:

Granville County Public Schools  
101 Delacroix Street Oxford, NC 27565

Telephone No.: (919) 819-3435

	E-mail address: dsherria@hotmail.com
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Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: <input checked="" type="checkbox"/> Yes: <input type="checkbox"/>
<b>Educational History</b>	<p>Gardner-Webb University, Boiling Spring, NC - 2023 Doctorate - Educational Leadership</p> <p>North Carolina Central University, Durham, NC - 2016 Masters of School Administration</p> <p>Strayer University, Online, Raleigh, NC - 2009 Master of Educational Management</p> <p>Shaw University, Raleigh, NC - 2004 Bachelor of Science in Elementary Education</p> <p>Borough of Manhattan Community College, NY, NY - 1996 Associates Degree in Early Childhood Education</p>
<b>Employment History</b>	<p>Granville County Public Schools – Assistant Principal 2018 – Present</p> <p>Wilson County Schools – Assistant Principal 2016 – 2018</p> <p>Poplar Springs Christian Church – Camp Director 2015 – 2017</p> <p>Wake County Public Schools – Principal Intern 2015 – 2016</p> <p>University of Phoenix – Online Adjunct Instructor 2010 – 2015</p> <p>Durham Public Schools – Elementary School Teacher 2007 – 2014</p> <p>Piedmont Community College – Adjunct Instructor 2006 – 2007</p> <p>Person County Schools – Elementary School Teacher 2004 – 2007</p>



<b>How were you recruited to join this Board of Directors?</b>	I am the visionary and the founder of Focus Academy Charter School.
<b>Why do you wish to serve on the board of the proposed charter school?</b>	I am committed to ensuring that all students receive a high-quality education and have the opportunity to achieve academic success. Focus Academy's mission and vision align with this belief, and serving on the board would provide me with the opportunity to contribute to the implementation of these important objectives.
<b>How were you recruited to join this Board of Directors?</b>	I am the visionary and the founder of the Charter School.
<b>Why do you wish to serve on the board of the proposed charter school?</b>	I am committed to ensuring that all students receive a high-quality education and have the opportunity to achieve academic success. Focus Academy's mission and vision align with this belief, and serving on the board would provide me with the opportunity to contribute to the implementation of these important objectives.
<b>What is your understanding of the appropriate role of a public charter school board member?</b>	I understand that the role of a public charter school board member is to provide governance and oversight to ensure the school operates in compliance with North Carolina Charter School laws and the bylaws established by the governing board. Board members are responsible for monitoring the school's academic performance, financial stability, and overall compliance with policies and state regulations. Additionally, they play a critical role in ensuring that the school's mission and vision are effectively implemented and upheld.
<b>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</b>	While I have not previously served on a charter school board, my experience as a school administrator has provided me with the opportunity to contribute to various district-level committees, including Finance, AIG, Portrait of a Graduate, Discipline, and Strategic Planning. Additionally, I have served on the MTSS Committee, the School Improvement Team, and the Leadership Team Committee. My role as an assistant principal, combined with my extensive experience on these committees and my educational background, equips me with the skills and knowledge necessary to be an effective board member for Focus Academy Charter School.

<p><b>Describe the specific knowledge and experience that you would bring to the board.</b></p>	<p>With a strong background in educational leadership, I bring extensive experience in school administration, strategic planning, and policy implementation. My work as an assistant principal has provided me with in-depth knowledge of curriculum development, student achievement initiatives, and fostering a positive school culture.</p> <p>Additionally, my participation in district-level committees—including Finance, AIG, Portrait of a Graduate, Discipline, Strategic Planning, MTSS, School Improvement, and Leadership—has given me valuable expertise in budget oversight, student support systems, academic enrichment programs, and long-term institutional planning.</p> <p>My ability to analyze data, collaborate with stakeholders, and implement policies that drive student success makes me well-equipped to contribute to the governance and strategic direction of Focus Academy Charter School. By serving on the board, I aim to support the school’s mission, ensure accountability, and help create an environment where all students can thrive academically and personally.</p>
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<p><b>School Mission and Program</b></p>	
<p><b>What is your understanding of the school’s mission and guiding beliefs?</b></p>	<p>Focus Academy’s mission is to provide a diverse, inclusive, and academically rigorous learning environment with a strong emphasis on arts integration. The school believes in personalized education that nurtures creativity, critical thinking, and lifelong learning while ensuring equitable access for all students. Guided by the belief that every student has unique talents, Focus Academy fosters academic excellence, artistic expression, and social-emotional growth. Through innovative teaching, strong community partnerships, and differentiated instruction, the school aims to empower students to reach their full potential and become confident, responsible contributors to society.</p>

<p><b>What is your understanding of the school’s proposed educational program?</b></p>	<p>The proposed educational program at Focus Academy is designed to offer a rigorous, student-centered learning experience with a strong focus on integrating the arts into core academic subjects. The program emphasizes personalized instruction, project-based learning, and hands-on experiences to actively engage students. By fostering creativity, critical thinking, and collaboration, the school aims to develop essential skills for future success. The curriculum is inclusive, meeting the needs of diverse learners, including gifted students, English learners, and those with disabilities, ensuring that all students have equal access to a high-quality education. Through this balanced approach, combining academic excellence with artistic expression, Focus Academy seeks to create a dynamic, inclusive learning environment.</p>
<p><b>What do you believe to be the characteristics of a successful school?</b></p>	<p>A successful school is one that fosters an inclusive, nurturing, and dynamic learning environment where every student can reach their full potential. Essential traits of such a school include strong leadership, committed and skilled educators, and a curriculum designed to meet the diverse needs of all students. These schools prioritize collaboration among students, teachers, and families, creating a community where everyone plays an active role in the educational journey. Success also hinges on a commitment to ongoing growth, using data to guide decisions, monitor progress, and tailor instruction to support academic success. Moreover, a successful school nurtures students' social-emotional growth, fosters creativity, and equips them with the critical thinking and problem-solving skills necessary for their future.</p>
<p><b>How will you know that the school is succeeding (or not) in its mission?</b></p>	<p>The success of the school in achieving its mission will be evident through a combination of student performance, engagement, and overall satisfaction. We will monitor academic progress through standardized test scores, formative assessments, and student projects that reflect both individual and group learning. Regular feedback from students, parents, and staff will also provide insight into how well the school is meeting its goals. The integration of arts and the development of critical thinking and creativity in students will be assessed through both qualitative and quantitative measures. If the school is not succeeding in its mission, the data will guide adjustments to instructional strategies, resources, and support systems to better align with the mission and ensure student success.</p>

## Governance

<b>Describe the role that the board will play in the school's operation.</b>	The board will play a crucial role in overseeing the school's operations, ensuring that the school adheres to its mission, goals, and legal requirements. They will provide strategic guidance, approve budgets, monitor student performance, and ensure compliance with state and federal regulations. The board will also support the school leadership by offering insights, setting policies, and making key decisions that affect the direction and sustainability of the school. Additionally, the board will help secure resources, foster community relationships, and ensure that the educational program aligns with the needs of the students.
<b>How will you know if the school is successful at the end of the first year of operation?</b>	At the end of the first year of operation, the school's success will be evaluated based on key indicators such as student academic outcomes, attendance, and active participation in the curriculum, with a particular focus on arts integration. Feedback will be gathered from students, parents, and staff through surveys and meetings to gauge satisfaction and identify areas for growth. The school will also assess its achievement of enrollment targets, budget adherence, and the overall school climate. These factors will provide a comprehensive understanding of the school's progress and guide improvements for the future.
<b>How will you know at the end of five years of the schools is successful?</b>	At the end of five years, the school's success will be measured through a combination of long-term academic performance, student retention rates, and overall growth in achievement, particularly in areas related to arts integration. The school will assess whether it has met its mission and vision, with a focus on closing achievement gaps, supporting diverse learners, and preparing students for future success. Stakeholder feedback from students, parents, and staff will be considered, alongside the school's financial sustainability and community engagement. These data points will provide a clear indication of the school's impact and its ability to deliver on its promises.

<p><b>What specific steps will the charter school board need to take to ensure that the school is successful?</b></p>	<p>To ensure the success of the school, the charter school board must establish clear, measurable objectives that align with the school’s mission and track progress consistently. The board will be responsible for providing strong financial oversight, approving the budget, and ensuring long-term financial stability. They must also hold the school leadership accountable for delivering high-quality instruction, monitoring student performance, and fostering a positive school environment. Effective communication with parents, students, and the broader community is essential. The board will also ensure compliance with all relevant state and federal regulations and participate in ongoing professional development to stay informed on best practices in education and governance.</p>
<p><b>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?</b></p>	<p>If I believed that one or more members of the school’s board were acting unethically or not in the best interests of the school, I would first attempt to address the issue directly with the individual(s) involved, ensuring the conversation is respectful and focused on the school’s mission and best interests. If the issue persists, I would escalate the matter to the board chair or relevant governing body, following the established protocols for conflict resolution. Throughout the process, I would ensure transparency and seek guidance from legal or ethical experts if necessary, always prioritizing the well-being and success of the school and its students.</p>

### Certification

I, Dr. Sherria Grubbs, 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 Focus Academy Charter School is true and correct in every respect.

**Board Member’s Signature**

**Signature: Dr. Sherria Grubbs**

**Date: 3/15/2025**

*\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text](#)*

**Karon Holloman**  
**6016 Woodchurch Court**  
**Raleigh, NC 27604**  
**(919) 900-0200**

**CAREER INTEREST:** *To obtain an Executive Assistant position in a career that will utilize my experience, skills, and education in Office Administration, Communications and Event Planning*

**EXPERIENCE:**

**Executive Assistant I**

MAR 2022 – Present

**North Carolina Department of Health and Human Services**

**Division of Child and Family Well-Being**

- Functions as the assistant to the Executive Leadership Team and perform administrative duties
- Plan and coordinate Division wide events and offsite meetings
- Supervisor to the receptionist position. Coordinate coverage while receptionist is on furlough

**Executive Assistant II**

FEB 2021 – FEB 2022

**Secretary of the North Carolina Department of Commerce**

- Managed the Secretary of the Department of Commerce's calendar and facilitated
- Participated / Assisted with pay discussions to facilitate that our employees were fairly and accurately compensated based on their knowledge, skills, abilities, and educational background
- Performed administrative duties, filing, made copies, sent faxes, purged and set up files annually

**Executive Assistant II**

MAR 2017 – FEB 2021

**Secretary of the North Carolina Department of Administration**

- Managed the Secretary of the Department of Administration's calendar and maintained the highest level of confidentiality in and with all matters
- Served on the interview panel for new hires as needed
- Prepared Agenda and drafted Minutes for the monthly Executive Leadership Team meetings

**Legislative Assistant**

**NC GENERAL ASSEMBLY – SENATE DIST -4**

JAN 2013 – MAR 2017

- Acted as Assistant to the Legislator and completed all task as needed in a timely manner, setup office and files for Legislators
- Knowledgeable of the legislative process and clerked various Committees and transcribed Minutes for committee reports Filed Minutes with the Research Library

**Legislative Assistant**

**NC GENERAL ASSEMBLY, HOUSE OF REPRESENTATIVES, DIST -7**

MAR 2007 - DEC 2012

- Acted as Assistant to the Legislator and completed all task as needed in a timely manner, setup office and files for Legislators

**Executive Assistant**

FEB 2005 – JAN 2007

**GIGA-NET TEMPORARY STAFFING AGENCY**

- § Performed all administrative duties and maintained the Director's schedule, promoted the Agency through cold call visits and phone calls

**Executive Assistant**

**ANGELA BRYANT CONSULTING AND CITY COUNCIL REPRESENTATIVE** APR 2002-JUNE 2003

- § Performed all administrative duties and managed personal and professional affairs, outreach, communications and constituent and client relations

**SKILLS:**

- Efficient with Microsoft Office, (Word, Excel, PowerPoint, Outlook, Internet) Teams, Zoom Platforms

**EDUCATION:**

- MA, Major: News Journalism - Television Broadcasting, REGENT UNIVERSITY, Virginia Beach, VA May 1997
- BA, Major: Journalism, Major - Public Relations, NORFOLK STATE UNIVERSITY, Norfolk, VA July 1988

**Sherria L. Grubbs, Ed.D**  
**716 Trout Lilly Place, Raleigh, North Carolina 27610**  
**(919)819-3435**  
[dsherria@hotmail.com](mailto:dsherria@hotmail.com)

**EDUCATION**

<b>Gardner-Webb University, Boiling Spring, NC</b> Doctorate - Educational Leadership	<b>2023</b>
<b>North Carolina Central University, Durham, NC</b> Masters of School Administration	<b>2016</b>
<b>Strayer University, Online, Raleigh, NC</b> Master of Educational Management	<b>2009</b>
<b>Shaw University, Raleigh, NC</b> Bachelor of Science in Elementary Education	<b>2004</b>
<b>Borough of Manhattan Community College, New York, NY</b> Associates Degree in Early Childhood Education	<b>1996</b>

**PROFESSIONAL EXPERIENCE**

<b>Granville County Public Schools</b> <b>Assistant Principal, Mary Potter/Northern Granville Middle School</b>	<b>2018-Present</b>
--	---------------------

- Work collaboratively with the school improvement team
- Work collaboratively with the principal to create a positive school climate
- I serve as the assistant principal responsible for 7<sup>th</sup> and 8<sup>th</sup> grade teachers and students
- Testing Coordinator – Responsible for all aspects of state and district assessments
- Observe and evaluate teachers using the NCEES observation tool
- Serve on the school district’s finance committee, AIG committee, Strategic Planning Committee, and Portrait of a Graduate Committee
- Responsible for the implementation of student clubs
- Responsible for the implementation and ongoing process of MTSS
- Lead district-wide and in-school professional development workshops
- Wrote and received and received various grants to enhance student learning.
- Assist with organizing, planning, and implementing parent engagement activities.
- Coach struggling and beginning teachers on classroom management and instructional strategies.

<b>Wilson County Schools</b> <b>Assistant Principal, Margaret Hearne Elementary</b>	<b>2016-2018</b>
--	------------------

- Collaborated with the principal to develop strategies for increased academic proficiency, teacher leadership, and overall school improvements.
- Participated in the hiring of new faculty
- Observed and evaluated teacher performance using the NCEES tool.
- Served as the Bus Coordinator: supervised bus drivers and handled all bus discipline.
- Mentor Coordinator: Oversaw mentors and advised on providing feedback to mentees.
- Testing Coordinator: Handled and coordinated all aspects of state and district mandated testing.
- Served on the School Improvement Team, School Climate and Academic Committee’s, and serve as the PBIS Coordinator.

<b>Durham Public Schools</b> <b>Teacher, R.N. Harris Elementary</b>	<b>2007-2014</b>
--	------------------

- Served as a kindergarten and first grade teacher.
- Developed lesson plans for kindergartners and 1<sup>st</sup> graders, which were aligned with the NC Standard Course of Study, Core Knowledge Curriculum, and the Common Core Standards.
- Utilized various instructional strategies such as differentiation, inquiry, small and whole group instruction.
- Incorporated the arts, such as music, dance, art, and drama into the curriculum.
- Applied for and received a mini-grant to create and implement a transitional camp for incoming kindergarteners.
- Served as Grade Level Chairperson for 5 years. Also served on the School Improvement Team, the Positive Behavior Support Committee, and as the Coordinator for the Terrific Kids Program.

<b>Person County Public Schools</b> <b>Teacher, North Elementary</b>	<b>2004-2007</b>
---	------------------

- Developed lesson plans and instructional activities for kindergarten and 1<sup>st</sup> graders, which provided group and individualized instruction in order to meet the needs of the students.
- Worked collaboratively with the grade level team to analyze data and develop plans to increase the proficiency levels of struggling students.
- Implemented a classroom behavior plan to create an environment conducive to learning.



**TARA M. BATEMON, MBA**  
Raleigh, NC • (919) 538-0941 • [tmbatemon@yahoo.com](mailto:tmbatemon@yahoo.com)

**Professional Summary**

Dedicated educator with a proven track record of guiding non-traditional students towards success. Seeking a dynamic role as a Learning Engagement Coordinator, leveraging expertise in technology, communication, and teaching to enhance learner satisfaction and support the company's growth.

**Skills & Abilities**

**Technology**

- **Learning Management Systems (LMS):** Proficient in Canvas, Blackboard, Moodle
- **Collaboration Platforms:** Experienced in Zoom and MS Teams
- **Educational Technology:** Skilled in Loom, Renderforest, Kahoot, Nearpod
- **Web 3/AI:** IBM Blockchain Essentials V2 certificate; Creator on NightCafé AI art generator
- **Microsoft Office Specialist:** Word 2016, Excel 2016, PowerPoint 2016

**Communication**

- **Engaging Presentations:** Deliver compelling training presentations for diverse audiences
- **Virtual Instruction:** Facilitate effective teaching and training in virtual environments

**Teaching/Training Experience**

**Faculty at ECPI University Raleigh, NC**

**2017 – Present**

- Deliver quality, student-centered instruction, fostering hands-on and active learning
- Provide individualized support, guiding and counseling students on academic progress
- Utilize various learning platforms, including Zoom, to enhance the virtual classroom experience
- Actively contribute to curriculum improvement and serve on academic groups

**Associate Instructor – University of Phoenix Online**

**2009 – 2014**

- Specialized in Personal Finance instruction for academically under-prepared adults
- Developed lesson plans incorporating diverse teaching techniques
- Evaluated and reported students' progress

**Associate Instructor – University of Phoenix, Ground Campus**

**2008 – 2014**

- Taught Business Finance and Marketing to adult learners
- Mentored adjunct faculty candidates, providing guidance and support

**Professional Experience**

**Duke University, Durham, NC,**

**Center for Reconciliation - Staff Assistant (CFR)**

**01/2015 – 02/2018**

- Managed and reconciled complex financials for the CFR
- Served as a liaison with administrative personnel, faculty, students, alumni, churches, and donors on behalf of CFR
- Assisted in project management and execution of special programs and events
- Provided administrative, and academic support for students

**Office of Black Church Studies - Staff Assistant (OBCS)**

**12/2012 – 12/2014**

- Served as a liaison with administrative personnel, faculty, students, alumni, churches, and donors on behalf of OBCS
- Provided academic support and resources for students
- Managed projects and executed special programs and events

**Global Health Institute - Financial Assistant**

**06/2011 – 03/2012**

- Reconciled over 40 sponsored awards monthly
- Provided financial administrative support to Grants and Contracts Specialists

**Education**

MBA, Concentration: Finance

Clark Atlanta University, Atlanta, GA

Bachelor of Arts in Health Administration

Arcadia University, Glenside, PA



# Shawin E. DuBois



Mobile: (336) 354-8905  
shepherdubois@gmail.com

405 Hampton Lane  
Youngsville, North Carolina 27596

<b>OBJECTIVE:</b>	Seeking a position that affords the opportunity to grow professionally and to become an effective employee.	
<b>EDUCATION:</b>	<b>Livingstone College, Salisbury, North Carolina</b> <i>Bachelors of Arts, History</i> Cumulative GPA 2.7 (Scale=4.0)	<b>June, 2011</b>
	<b>East Carolina University, Greenville, North Carolina</b> <i>Post Baccalaureate Teacher Certification, Social Studies</i> 7 Credit Hours (Completed) Cumulative GPA 4.0 (Scale=4.0)	<b>June 2017 – June 2019</b>
<b>COMPUTER SKILLS:</b>	Windows 11, MS Office 2024 (Word, Excel, PowerPoint), Internet, email, Internet Explorer, and Google Chrome	
<b>WORK EXPERIENCE:</b>	<b>St. Matthew AME Zion Church</b> <i>Senior Pastor</i>	Goldsboro, North Carolina October 2022– Present
	<b>Jonesboro Chapel AME Zion Church</b> <i>Senior Pastor</i>	Sanford, North Carolina December 2021– October 2022
	<b>Kyles Temple AME Zion Church</b> <i>Senior Pastor</i> Pray and promote spirituality. Visit sick parishioners to provide them with comfort and support. Manager church operational budget.	Vallejo, California June 2018– December 2022
<b>TEACHING EXPERIENCE:</b>	<b>Granville County Schools</b> <i>Grade 8 Social Studies Teacher</i>	Oxford, North Carolina December 2021 – Present
	<b>Halifax County Schools</b> <i>Grade 6 &amp; 8 Social Studies Teacher</i> Prepare lesson plans. Established and maintain order in the classroom. Maintain a classroom environment conducive for effective learning.	Enfield, North Carolina August 2015– June 2018
	<b>Columbus County DREAM Center, Inc</b> <i>Project Coordinator, WELL BIRTHS and Safe Haven After School Tutoring</i> Monitor and review programming for infant mortality program and 6 after school tutoring sites. Establish work schedules and assign work to staff members. Perform personnel duties, such as hiring staff and evaluating work performance.	Whiteville, North Carolina November 2007– July 2011
<b>ACTIVITIES/ HONORS:</b>	Member, Alpha Phi Alpha Fraternity, Inc.('04 - Present); Mentorship Award ('24), 40 under 40 – Gamma Cohort of Livingstone College ('23), and Globetrotter (Educator Recognition) of the Month award recipient ('22)	
<b>PROFESSIONAL REFERENCES:</b>	<b>Carolyn Mitchell</b> – <i>Former Assistant Principal Halifax County Schools</i> <i>Director of Employee Relations, Recruitment, and Retentions</i>	Phone: (252) 396-1200 Halifax, North Carolina
	<b>Karen T. Riddick</b> – <i>Director of Human Resources</i> <i>Greenville County Schools</i>	Phone: (434) 636-3748 Emporia, Virginia 23847
	<b>Dr. Ed Bell</b> – <i>Former, Education Consultant</i> Department of Public Instruction	Phone: (252) 671-0032 Raleigh, North Carolina

# Asia Jamar Prince

609 Ivy Arbor Way □ Holly Springs, NC 27540 □ ajprince07@gmail.com □ (919) 656-3739

## Bar Admission

- North Carolina, September 2014
- Eastern District of North Carolina 2018
- United States Fourth Circuit Court of Appeals 2021

Education University of North Carolina School of Law, Chapel Hill, NC  
J.D., May 2014

University of North Carolina at Greensboro, Greensboro, NC  
B.S., Business Administration, concentration in Human Resource Management, May 2011

Experience North Carolina Administrative Office of the Courts, Raleigh, NC

Court Programs Director, October 2021 – Present

- Effectively leads the Court Programs Division which provides state-wide support services for court programs that create pathways for resolving conflict in a less adversarial, more effective way.

United States Attorney's Office – Eastern District of North Carolina, Raleigh, NC  
Assistant United States Attorney, November 2018 – October 2021

- Represented the United States in a variety of matters.

North Carolina Industrial Commission, Raleigh, NC  
Director of Claims Administration, January 2017 – November 2018

- Effectively managed the 18-person claims administration department that process workers' compensation injury reports, claims forms, payment of permanent partial disability rating, death claims and claim closures.

North Carolina Industrial Commission, Raleigh, NC  
Special Deputy Commissioner, September 2014 – December 2016

- Ruled on Compromise Settlement Agreements, Medical Motions, and Form 24 Applications for termination or suspension of workers' compensation benefits.
- Drafted and filed various Administrative Orders including Penalty Assessment Orders, Orders for

North Carolina Supreme Court, Raleigh, NC  
Judicial Intern to Justice Paul M. Newby, July – August 2012

- Reviewed and made written recommendations on Petitions for Discretionary Review, involving criminal, business, election, and family law
- Researched and analyzed various legal issues and draft legal memoranda

## Community Involvement

- NC Institute of Political Leadership, Fellow, 2017 Fall Class
- Partners Read, Volunteer (September 2017 – December 2018)
- Criminal Justice Alternatives (ReEntry, Inc.), Board of Director, Treasurer (July 2016 – Present) □ E.A. Morris Fellowship for Emerging Leaders, Fellow, 2016 Fellowship Class
- Capital Area Teen Court, Judge (February 2015 – Present)
- Youth Harvest, Board of Director and Member (January 2014 – February 2016)

**Sherria L. Grubbs, Ed.D**  
**716 Trout Lilly Place, Raleigh, North Carolina 27610**  
**(919)819-3435**  
[dsherria@hotmail.com](mailto:dsherria@hotmail.com)

**EDUCATION**

<b>Gardner-Webb University, Boiling Spring, NC</b> Doctorate - Educational Leadership	<b>2023</b>
<b>North Carolina Central University, Durham, NC</b> Masters of School Administration	<b>2016</b>
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<b>Shaw University, Raleigh, NC</b> Bachelor of Science in Elementary Education	<b>2004</b>
<b>Borough of Manhattan Community College, New York, NY</b> Associates Degree in Early Childhood Education	<b>1996</b>

**PROFESSIONAL EXPERIENCE**

<b>Granville County Public Schools</b> <b>Assistant Principal, Mary Potter/Northern Granville Middle School</b>	<b>2018-Present</b>
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<b>Wilson County Schools</b> <b>Assistant Principal, Margaret Hearne Elementary</b>	<b>2016-2018</b>
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- Collaborated with the principal to develop strategies for increased academic proficiency, teacher leadership, and overall school improvements.
- Participated in the hiring of new faculty
- Observed and evaluated teacher performance using the NCEES tool.
- Served as the Bus Coordinator: supervised bus drivers and handled all bus discipline.
- Mentor Coordinator: Oversaw mentors and advised on providing feedback to mentees.
- Testing Coordinator: Handled and coordinated all aspects of state and district mandated testing.
- Served on the School Improvement Team, School Climate and Academic Committee’s, and serve as the PBIS Coordinator.

<b>Durham Public Schools</b> <b>Teacher, R.N. Harris Elementary</b>	<b>2007-2014</b>
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- Served as a kindergarten and first grade teacher.
- Developed lesson plans for kindergartners and 1<sup>st</sup> graders, which were aligned with the NC Standard Course of Study, Core Knowledge Curriculum, and the Common Core Standards.
- Utilized various instructional strategies such as differentiation, inquiry, small and whole group instruction.
- Incorporated the arts, such as music, dance, art, and drama into the curriculum.
- Applied for and received a mini-grant to create and implement a transitional camp for incoming kindergarteners.
- Served as Grade Level Chairperson for 5 years. Also served on the School Improvement Team, the Positive Behavior Support Committee, and as the Coordinator for the Terrific Kids Program.

<b>Person County Public Schools</b> <b>Teacher, North Elementary</b>	<b>2004-2007</b>
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- Developed lesson plans and instructional activities for kindergarten and 1<sup>st</sup> graders, which provided group and individualized instruction in order to meet the needs of the students.
- Worked collaboratively with the grade level team to analyze data and develop plans to increase the proficiency levels of struggling students.
- Implemented a classroom behavior plan to create an environment conducive to learning.

## Enrollment Projections Year 1 through Year 5

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

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maximum of 3 LEAs. The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any part

LEA #1: 920-Wake

What percentage of students from

LEA #2:

What percentage of students from

LEA #3:

What percentage of students from

Grade	Year 1			Year 2			
	LEA #1 920	LEA #2	LEA #3	LEA #1 920	LEA #2	LEA #3	LEA #1 920
Kindergarten	40			40			40
Grade 1	40			40			40
Grade 2	40			40			40
Grade 3	40			40			40
Grade 4	40			40			40
Grade 5				40			40
Grade 6							50
Grade 7							
Grade 8							
Grade 9							
Grade 10							
Grade 11							
Grade 12							
LEA Totals:	200	0	0	240	0	0	290

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



ects to enroll. In addition,  
ose on the initial cover page.

imum of three LEAs.  
icular level.

the LEA selected above will qualify for EC funding?	12%
---	-----

the LEA selected above will qualify for EC funding?	
---	--

the LEA selected above will qualify for EC funding?	
---	--

Year 3			Year 4			Year 5	
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
		920			920		
		40			40		
		40			40		
		40			40		
		40			40		
		40			40		
		40			40		
		50			50		
		50			50		
					50		
0	0	340	0	0	390	0	0

et forth and approved in the projected enrollment tables. However, in

## Budget: Revenue Projections from each LEA Year 1

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

**In year 1:** Base state allotments are determined by the LEA in which the student resides.

**In year 2 and Beyond:** Base State allotments are determined by the LEA in which the school is located.

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

**State EC Funds:** Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

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

### REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:		920-Wake		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,431.32	200	\$1,286,264.00	
Local Funds	\$3,966.00	200	\$793,200.00	
State EC Funds	\$5,365.09	24	\$128,762.16	
Federal EC Funds	\$1,514.35	24	\$36,344.40	
			<b>Total:</b>	\$2,244,570.56

LEA #2:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds		0		
Local Funds		0		
State EC Funds		0		
Federal EC Funds		0		
			<b>Total:</b>	\$0.00

LEA #3:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds				
Local Funds				
State EC Funds				
Federal EC Funds				

	Total:	\$0.00
--	--------	--------



## Total Budget: Revenue Projections Year 1 through Year 5

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

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

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

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

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 1,286,264	\$ 1,543,517	\$ 1,865,083	\$ 2,186,649
Local Per Pupil Funds	\$ 793,200	\$ 951,840	\$ 1,150,140	\$ 1,348,440
State EC Funds	\$ 128,762	\$ 154,515	\$ 186,705	\$ 218,896
Federal EC Funds	-	\$ 36,344	\$ 52,699	\$ 61,785
Other Funds*				
Working Capital*				
<b>TOTAL REVENUE:</b>	<b>\$ 2,208,226</b>	<b>\$ 2,686,216</b>	<b>\$ 3,254,627</b>	<b>\$ 3,815,770</b>

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

*Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendixes to the application.*

on federal funding in

Year 5	
\$	2,508,215
\$	1,546,740
\$	251,086
\$	70,872
\$	4,376,913

additional questions by  
erating budget, please  
these funds. If these

dix 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	\$ 95,000	\$ 95,000	1	\$ 97,850	\$ 97,850	1	\$ 102,742	\$ 102,742	1	\$ 107,879	\$ 107,879	1	\$ 109,000	\$ 109,000
Assistant Administrator	0		\$ -	0	\$ 72,000	\$ -	0	\$ 74,160	\$ -	1	\$ 76,400	\$ 76,400	1	\$ 78,000	\$ 78,000
Finance Officer			\$ -			\$ -			\$ -			\$ -			\$ -
Clerical	2	\$ 40,000	\$ 80,000	2	\$ 41,200	\$ 82,400	2	\$ 42,436	\$ 84,872	2	\$ 43,700	\$ 87,400	2	\$ 44,000	\$ 88,000
Food Service Staff	0.5	\$ 32,000	\$ 16,000	0.5	\$ 32,960	\$ 16,480	0.5	\$ 34,000	\$ 17,000	0.5	\$ 35,000	\$ 17,500	0.5	\$ 36,000	\$ 18,000
Custodians	0	\$ -	\$ -	1	\$ 32,960	\$ 32,960	1	\$ 34,000	\$ 34,000	1	\$ 35,000	\$ 35,000	1	\$ 36,000	\$ 36,000
Transportation Staff			\$ -			\$ -			\$ -			\$ -			\$ -
Operations Manager	0	\$ -	\$ -	0		\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -
			\$ -			\$ -			\$ -			\$ -			\$ -
			\$ -			\$ -			\$ -			\$ -			\$ -
			\$ -			\$ -			\$ -			\$ -			\$ -
			\$ -			\$ -			\$ -			\$ -			\$ -
			\$ -			\$ -			\$ -			\$ -			\$ -
Total Admin and Support:	3.5		\$ 191,000	4.5		\$ 229,690	4.5		\$ 238,614	5.5		\$ 324,179	5.5		\$ 329,000
Instructional Personnel															
Core Content Teacher(s)	10	\$ 53,000	\$ 530,000	12	\$ 54,590	\$ 655,080	14	\$ 56,227	\$ 787,178	16	\$ 58,000	\$ 928,000	18	\$ 59,500	\$ 1,071,000
Electives/Specialty Teacher(s)	3	\$ 53,000	\$ 159,000	3	\$ 54,590	\$ 163,770	3	\$ 56,227	\$ 168,681	3	\$ 58,000	\$ 174,000	3	\$ 59,500	\$ 178,500
Exceptional Children Teacher(s)	1	\$ 56,000	\$ 56,000	2	\$ 57,680	\$ 115,360	2	\$ 59,500	\$ 119,000	3	\$ 61,285	\$ 183,855	3	\$ 62,000	\$ 186,000
Instructional Support	0	\$ -	\$ -	0	\$ 51,000	\$ -	1	\$ 52,500	\$ 52,500	1	\$ 54,100	\$ 54,100	2	\$ 55,000	\$ 110,000
Teacher Assistants	0	\$ 34,000	\$ -	0	\$ 35,020	\$ -	1	\$ 36,050	\$ 36,050	1	\$ 37,100	\$ 37,100	2	\$ 38,000	\$ 76,000
			\$ -			\$ -			\$ -			\$ -			\$ -
			\$ -			\$ -			\$ -			\$ -			\$ -
			\$ -			\$ -			\$ -			\$ -			\$ -
			\$ -			\$ -			\$ -			\$ -			\$ -
			\$ -			\$ -			\$ -			\$ -			\$ -
Total Instructional Personnel:	14		\$ 745,000	17		\$ 934,210	21		\$ 1,163,409	24		\$ 1,377,055	28		\$ 1,621,500
Total Admin, Support and Instructional Personnel:	17.5		\$ 936,000	21.5		\$ 1,163,900	25.5		\$ 1,402,023	29.5		\$ 1,701,234.00	33.5		\$ 1,950,500

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
<b>Administrative &amp; Support Benefits</b>															
Health Insurance	3	\$ 5,900	\$ 17,700	4	\$ 5,900	\$ 23,600	4	\$ 6,440	\$ 25,760	5	\$ 6,670	\$ 33,350	5	\$ 6,670	\$ 33,350
Retirement Plan--NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan--Other	3	\$ 1,850	\$ 5,550	4	\$ 1,600	\$ 6,400	4	\$ 1,610	\$ 6,440	5	\$ 1,667	\$ 8,335	5	\$ 1,667	\$ 8,335
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Disability	3	\$ 500	\$ 1,500	4	\$ 500	\$ 2,000	4	\$ 550	\$ 2,200	5	\$ 550	\$ 2,750	5	\$ 550	\$ 2,750
Medicare	3	\$ 728	\$ 2,184	4	\$ 768	\$ 3,072	4	\$ 798	\$ 3,192	5	\$ 806	\$ 4,030	5	\$ 806	\$ 4,030
Social Security	3	\$ 3,112	\$ 9,336	4	\$ 3,312	\$ 13,248	4	\$ 3,328	\$ 13,312	5	\$ 3,446	\$ 17,230	5	\$ 3,446	\$ 17,230
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Admin and Support Benefits:			\$ 36,270			\$ 48,320			\$ 50,904			\$ 65,695			\$ 65,695
<b>Instructional Personnel Benefits</b>															
Health Insurance	14	\$ 5,950	\$ 83,300	17	\$ 6,397	\$ 108,749	21	\$ 6,569	\$ 137,949	24	\$ 5,862	\$ 140,688	28	\$ 5,862	\$ 164,136
Retirement Plan--NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan--Other	14	\$ 1,400	\$ 19,600	17	\$ 2,005	\$ 34,085	21	\$ 1,642	\$ 34,482	24	\$ 1,466	\$ 35,184	28	\$ 1,466	\$ 41,048
Social Security	14	\$ 4,033	\$ 56,462	17	\$ 4,126	\$ 70,142	21	\$ 3,394	\$ 71,274	24	\$ 3,029	\$ 72,696	28	\$ 3,029	\$ 84,812
Disability	14	\$ 500	\$ 7,000	17	\$ 500	\$ 8,500	21	\$ 550	\$ 11,550	24	\$ 550	\$ 13,200	28	\$ 550	\$ 15,400
Medicare	14	\$ 758	\$ 10,612	17	\$ 764	\$ 12,988	21	\$ 794	\$ 16,674	24	\$ 708	\$ 16,992	28	\$ 708	\$ 19,824
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Personnel Benefits:			\$ 176,974			\$ 234,464			\$ 271,929			\$ 278,760			\$ 325,220
Total Personnel Benefits:			\$ 213,244			\$ 282,784			\$ 322,833			\$ 344,455			\$ 390,915
<b>Total Admin &amp; Support Personnel (Salary &amp; Benefits):</b>															
	3.5		\$ 227,270	4.5		\$ 278,010	4.5		\$ 289,518	5.5		\$ 389,874.00	5.5		\$ 394,695
<b>Total Instructional Personnel (Salary &amp; Benefits):</b>															
	14		\$ 921,974	17		\$ 1,168,674	21		\$ 1,435,338	24		\$ 1,655,815	28		\$ 1,946,720
<b>TOTAL PERSONNEL:</b>															
	17.5		\$ 1,149,244	21.5		\$ 1,446,684	25.5		\$ 1,724,856	29.5		\$ 2,045,689	33.5		\$ 2,341,415

\*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	\$	5,040.00	\$ 6,000.00	\$ 7,000.00
Paper	\$	3,240.00	\$ 4,000.00	\$ 4,500.00
Computers & Software	\$	23,000.00	\$ 14,000.00	\$ 32,000.00
Communications & Telephone	\$	2,000.00	\$ 2,000.00	\$ 2,000.00
Copier leases	\$	3,600.00	\$ 4,000.00	\$ 5,000.00
Other				
Management Company				
Contract Fees				
Other				
Professional Contract				
Legal Counsel	\$	3,000.00	\$ 3,000.00	\$ 3,000.00
Operational Support	\$	220,800.00	\$ 268,600.00	\$ 314,200.00
Student Services	\$	31,500.00	\$ 38,000.00	\$ 42,000.00
Transportation	\$	78,000.00	\$ 78,000.00	\$ 78,000.00
Audit			\$ 10,000.00	\$ 10,000.00
Other	\$	23,000.00	\$ 25,000.00	\$ 30,000.00
Facilities				
Facility Lease/Mortgage	\$	350,000.00	\$ 400,000.00	\$ 450,000.00
Maintenance				
Custodial Supplies	\$	7,200.00	\$ 8,100.00	\$ 9,500.00
Custodial Contract	\$	18,000.00	\$ 21,000.00	\$ 24,000.00
Insurance (pg19)	\$	22,000.00	\$ 22,000.00	\$ 22,000.00
Equipment and Furniture	\$	12,000.00	\$ 10,000.00	\$ 31,000.00
Utilities				
Electric				
Gas				
Water/Sewer				
Trash				
Other				

Transportation			
Buses			
Gas			
Oil/Tires & Maintenance			
Other			
Other			
Marketing	\$ 7,000.00	\$ 7,500.00	\$ 8,000.00
Child nutrition	\$ 20,350.00	\$ 24,420.00	\$ 31,080.00
Travel	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00
Total Administrative & Support Operations:	\$ 830,930.00	\$ 946,820.00	\$ 1,104,480.00

OPERATIONS BUDGET: Instructional		Year 1	Year 2	Year 3
Classroom Technology				
Classroom/Student Devices	\$	20,000.00	\$ 10,000.00	\$ 20,000.00
Software (LMS, SIS, etc.)	\$	15,000.00	\$ 18,000.00	\$ 18,000.00
Instructional Contract				
Staff Development	\$	16,000.00	\$ 18,000.00	\$ 20,000.00
EC Related Services	\$	28,500.00	\$ 33,500.00	\$ 38,000.00
Books and Supplies				
Instructional Materials	\$	39,000.00	\$ 32,000.00	\$ 36,000.00
Curriculum/Texts	\$	34,500.00	\$ 42,000.00	\$ 46,000.00
Copy Paper	\$	2,850.00	\$ 3,000.00	\$ 3,800.00
Testing Supplies	\$	1,800.00	\$ 2,100.00	\$ 2,400.00
Fine Arts Supplies	\$	27,000.00	\$ 34,000.00	\$ 36,000.00
<b>Total Instructional Operations:</b>	<b>\$</b>	<b>184,650.00</b>	<b>\$ 192,600.00</b>	<b>\$ 220,200.00</b>
<b>TOTAL OPERATIONS:</b>	<b>\$</b>	<b>1,015,580.00</b>	<b>\$ 1,139,420.00</b>	<b>\$ 1,324,680.00</b>

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

Year 4	Year 5
\$ 8,400.00	\$ 16,000.00
\$ 5,400.00	\$ 16,000.00
\$ 22,000.00	\$ 37,000.00
\$ 13,000.00	\$ 12,000.00
\$ 6,000.00	\$ 6,900.00
\$ 5,000.00	\$ 5,000.00
\$ 370,354.00	\$ 426,468.00
\$ 50,400.00	\$ 57,960.00
\$ 156,000.00	\$ 156,000.00
\$ 10,000.00	\$ 10,000.00
\$ 36,000.00	\$ 41,400.00
\$ 463,500.00	\$ 477,405.00
\$ 11,400.00	\$ 13,110.00
\$ 28,800.00	\$ 33,120.00
\$ 24,000.00	\$ 26,000.00
\$ 34,000.00	\$ 30,000.00



\$ 9,600.00	\$ 11,000.00
\$ 37,296.00	\$ 42,890.00
\$ 1,600.00	\$ 1,600.00
\$ 1,292,750.00	\$ 1,419,853.00

Year 4		Year 5	
\$	30,000.00	\$	40,000.00
\$	20,000.00	\$	22,000.00
\$	24,000.00	\$	27,600.00
\$	45,600.00	\$	52,440.00
\$	43,200.00	\$	49,680.00
\$	55,000.00	\$	55,000.00
\$	6,600.00	\$	9,700.00
\$	3,800.00	\$	3,800.00
\$	43,000.00	\$	50,000.00
\$	271,200.00	\$	310,220.00

\$	1,563,950.00	\$	1,730,073.00
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Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 1,149,244.00	\$ 1,446,684.00	\$ 1,724,856.00	\$ 2,045,689.00	\$ 2,341,415.00
Total Operations	M	\$ 1,015,580.00	\$ 1,139,420.00	\$ 1,324,680.00	\$ 1,563,950.00	\$ 1,730,073.00
Total Expenditures	N = J + M	\$ 2,164,824.00	\$ 2,586,104.00	\$ 3,049,536.00	\$ 3,609,639.00	\$ 4,071,488.00
Total Revenue	Z	\$ 2,208,226.16	\$ 2,686,215.79	\$ 3,254,627.31	\$ 3,815,769.95	\$ 4,376,912.59
Surplus / (Deficit)	= Z - N	\$ 43,402.16	\$ 100,111.79	\$ 205,091.31	\$ 206,130.95	\$ 305,424.59

# Focus Academy Charter School

## Start-up Budget

Post-Approval	
	Budget
Personnel	\$ 50,000.00
Office Software	\$ 20,700.00
Marketing	\$ 5,000.00
501c3	\$ 3,100.00
Insurance	\$ 5,000.00
Cell Phones and Equipment	\$ 700.00
Office Equipment/Computers	\$ 12,000.00
Attorney Fees	\$ 4,000.00
Office Supplies	\$ 6,800.00
Supplies and Materials	\$ 5,400.00
Food	\$ 2,200.00
Travel	\$ 3,400.00
Furniture	\$ 2,000.00
Textbooks and Instructional Supplies	\$ 15,000.00
Printer/ Copier	\$ 3,300.00
<b>Total</b>	<b>\$ 138,600.00</b>

## Takeover Budget

Pre-Contract	
	Budget
Travel	\$ 1,200.00
Research	\$ 2,000.00
Attorney Fees	\$ 1,200.00
Community Relations	\$ 600.00
<b>Total</b>	<b>\$ 5,000.00</b>

Post-Contract	
	Budget
Curriculum	\$ 82,000.00
Professional Development	\$ 3,200.00
Marketing	\$ 24,000.00
Attorney Fees	\$ 2,000.00
Office Supplies	\$ 600.00
Supplies and Materials	\$ 600.00
Food	\$ 700.00
Travel	\$ 1,900.00
<b>Total</b>	<b>\$ 115,000.00</b>

<b>Total</b>	<b>\$ 120,000.00</b>
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## Start-up Budget

	Budget
Attorney Fees	\$ 7,000.00
Marketing package	\$ 3,000.00
Personnel	\$ 30,000.00
CPA	\$ 2,000.00
Incorporating	\$ 2,000.00
Supplies and Materials	\$ 2,800.00
Food	\$ 700.00
Travel	\$ 2,500.00
<b>Total</b>	<b>\$ 50,000.00</b>

<b><u>Position</u></b>	<b><u>Year 0</u></b>	<b><u>Year 1</u></b>
Principal/School Leader	1	1
Assistant Principal	0	0
Dean(s)	0	
Additional School Leadership	0	
Core Classroom Teachers	0	10
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)	0	1
Student Support Positions (e.g. social workers, psychologists, etc.)	0	0
Specialized School Staff	0	3
Teaching Aides or Assistants	0	0
Instructional Support	0	0
Food Service Staff	0	0.5
Custodial Staff	0	0
Clerical Staff	0	2

Year 2

Year 3

Year 4

Year 5

1	1	1	1
0	0	0	1
12	14	16	18
2	2	3	3
0	0	0	0
3	3	3	3
0	1	1	2
0	1	1	2
0.5	0.5	0.5	0.5
1	1	1	1
2	2	2	2



# INSURANCE PEOPLE

Below are the estimated annual premiums for Focus Academy Charter School, Inc.

## Property Premium Estimate \$500

Contents	\$324,000
Deductible	\$2,500
Form	Special
Equipment Breakdown Included	

## General Liability Premium Estimate \$1,508

<b>Rating Basis:</b>	Students	280
	Faculty	19

### 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

<b>Fidelity Bond Estimate</b>		<b>\$332</b>
Limit	\$250,000	
<b>Auto Premium Estimate</b>		<b>\$300</b>
Hired & Non-owned Auto Liability		
Limit of Liability	\$1,000,000	
<b>Head of Class Endorsement</b>		<b>\$82</b>
<b>Workers Compensation Premium Estimate</b>		<b>\$7,948</b>
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$1,164,000	
<b>Umbrella Premium Estimate</b>		<b>\$2,387</b>
Limit of Liability	\$1,000,000	
<b>TOTAL ESTIMATED PREMIUM</b>		<b>\$17,334</b>
<b>Student Accident Coverage</b>		<b>\$7.00/ student</b>

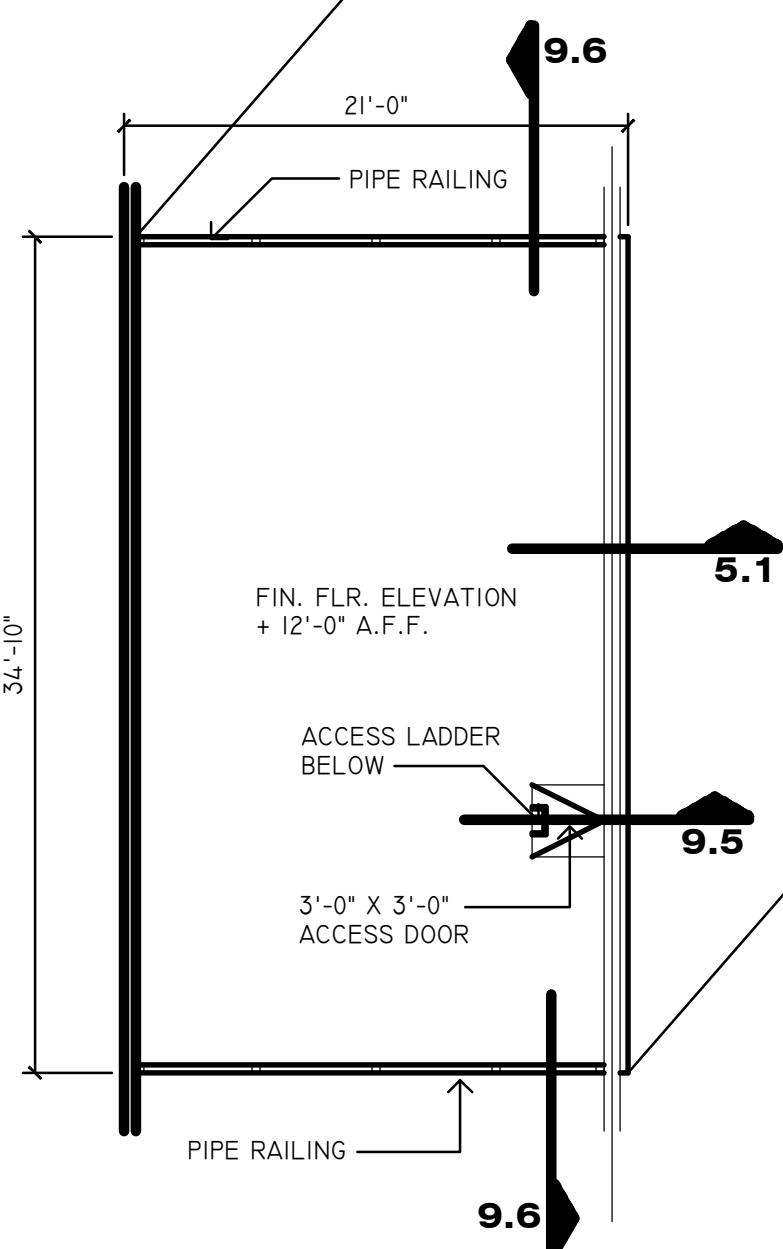
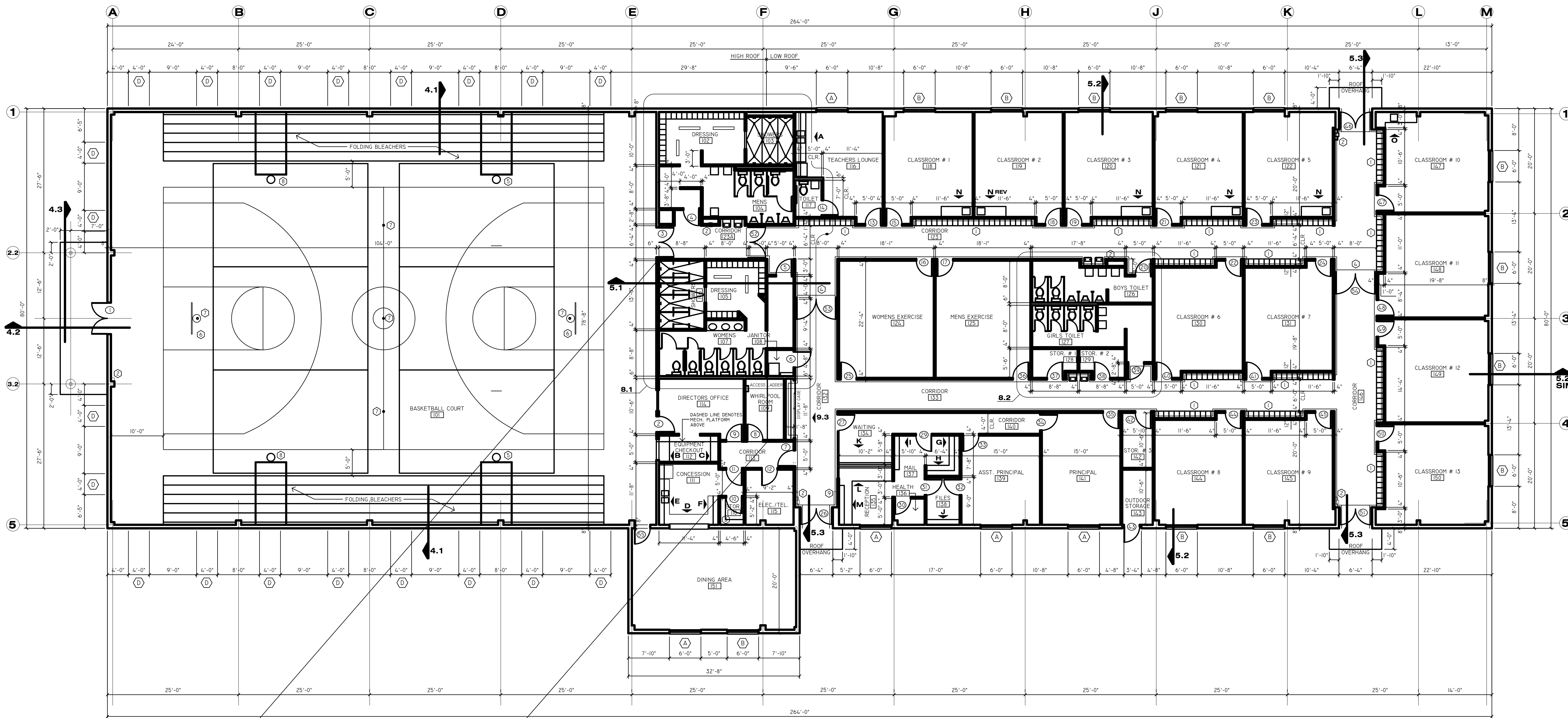
These premiums are subject to change based on Underwriter review and approval of completed applications.

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

03/06/2025







**MECHANICAL PLATFORM PLAN**  
SCALE: 1/8" = 1'-0"

**FLOOR PLAN**  
SCALE: 1/8" = 1'-0"

**GENERAL NOTES:**

1. WALL THICKNESS DIMENSIONS ARE NOMINAL AND SHOULD BE CENTERED W/ WALL CONST. UNLESS OTHERWISE NOTED (CLR/CLR.) LOCKER, DOOR, WINDOW INSTALLATION ETC.)
2. CLR. (CLR) DENOTES FINISH TO FINISH CLEARANCE
3. NUMBER OF LOCKERS IS SHOWN ON PLAN
4. ALL FIRE RATED PARTITIONS ARE TO BE IDENTIFIED ABOVE CEILING - EXACT WORKING AND SPACING TO BE DETERMINED BY LOCAL AUTHORITY
5. REDUCE STUD SPACING FOR CERAMIC TILE INSTALLATION - SEE DETAIL

**LEGEND**

- EXTERIOR WALL CONST. OF 6" 20 GA. MET. STUD @ 24" O.C., 6" BATT INSULATION, MET. PANEL VENEER, 5/8" GYP. BD. FINISH
- INT. WALL CONST. OF 3 5/8" 20 GA. MET. STUD @ 24" O.C., 3" SOUND ATTENUATION BATTS, 5/8" GWS, EA. SIDE, U.G.N. (6" MET. STUD @ 6" DIA) TO 4" ABOVE FINISHED CEILING
- 1 HR. U.L. DES U.L.65 - SAME CONST. AS ABOVE EXCEPT TO UNDERSIDE OF ROOF DECK
- 2 HR. U.L. DES U.L.11 - SAME CONST. AS ABOVE TO UNDERSIDE OF ROOF DECK EXCEPT (2) LAYERS 5/8" GYP. BD. EA. SIDE
- DENOTES EDGE OF MECHANICAL PLATFORM ABOVE

- CONSTRUCTION NOTE
- ROOM MARK - SEE FINISH SCHEDULE - SHEET A3
- DOOR MARK - SEE DOOR SCHEDULE - SHEET A3
- WINDOW MARK - SEE WINDOW ELEVATIONS - SHEET A3
- INTERIOR ELEVATION MARK - SEE SHEET A8 FOR INTERIOR ELEVATIONS

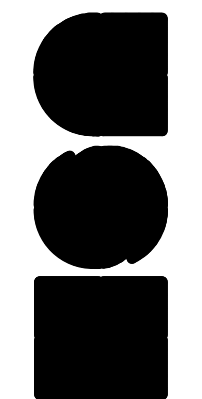
**CONSTRUCTION NOTES:**

- ADJUST WALL CLEARANCES FOR INSTALLATION OF LOCKERS (NUMBER OF LOCKERS SHOWN ON PLAN) PROVIDE FILLER PANELS EACH SIDE
- FIRE EXTINGUISHER CABINET, BOT. @ 3'-4" A.F.F. FLUSH WALL CONST. AROUND CABINET FL. TO CLG.
- (5) ROWS OF 12"D X 3/4" PLASTIC LAM. ADJ. SHELVE W/ BRACKETS @ 36" O.C. MAX. EQUALLY SPACED
- CONSTRUCT 1 HR. U.L. DES U.L.65 WALL CONST. ABOVE DOOR
- INSTALL FOLDING BASKET AND BACKBOARD SUSPENSION SYSTEM FROM WALL STRUCTURE - VERIFY CLEARANCES SEE DETAIL 6.5
- INSTALL FORWARD FOLDING BASKET AND BACKBOARD SUSPENSION SYSTEM FROM ROOF STRUCTURE. SEE DETAIL 6.4
- VOLLEYBALL SLEEVE
- CONTRACTOR TO PROVIDE STRUCTURE & BRACING FOR BASKET & BACKBOARD INSTALLATION BY OWNER
- FURR WALL FLOOR TO CEILING FOR FIRE ALARM CONTROL PANEL

MULTIPURPOSE/CLASSROOM ADDITION FOR:  
**WORD OF GOD FELLOWSHIP**  
3000 ROCK QUARRY ROAD, RALEIGH, NORTH CAROLINA

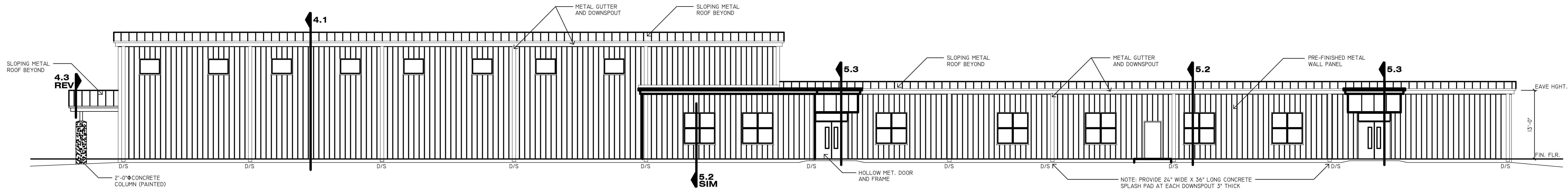
**A1**

FLOOR PLAN



**H.S. ANNIS ARCHITECT, AIA**  
member of the american institute of architects  
155 US 70 WEST  
GARNER, N.C. 27529  
(919) 772-5565

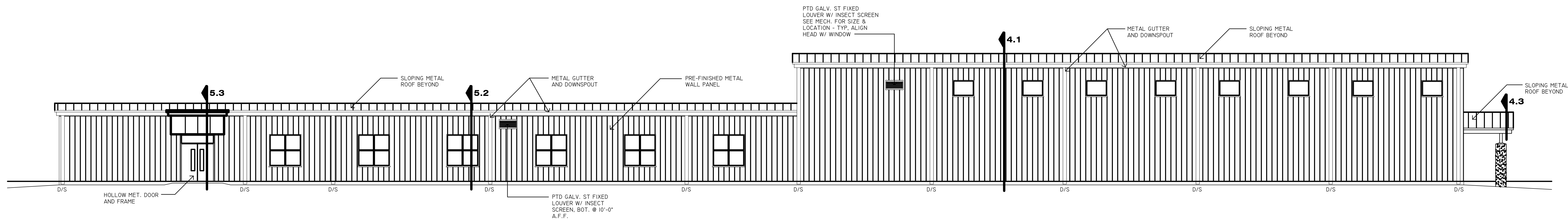
drawn by: SE  
checked by: HSA  
project no.: 9801  
date: FEBRUARY, 1999



## 2.1 RIGHT SIDE ELEVATION

SCALE: 1/8" = 1'-0"

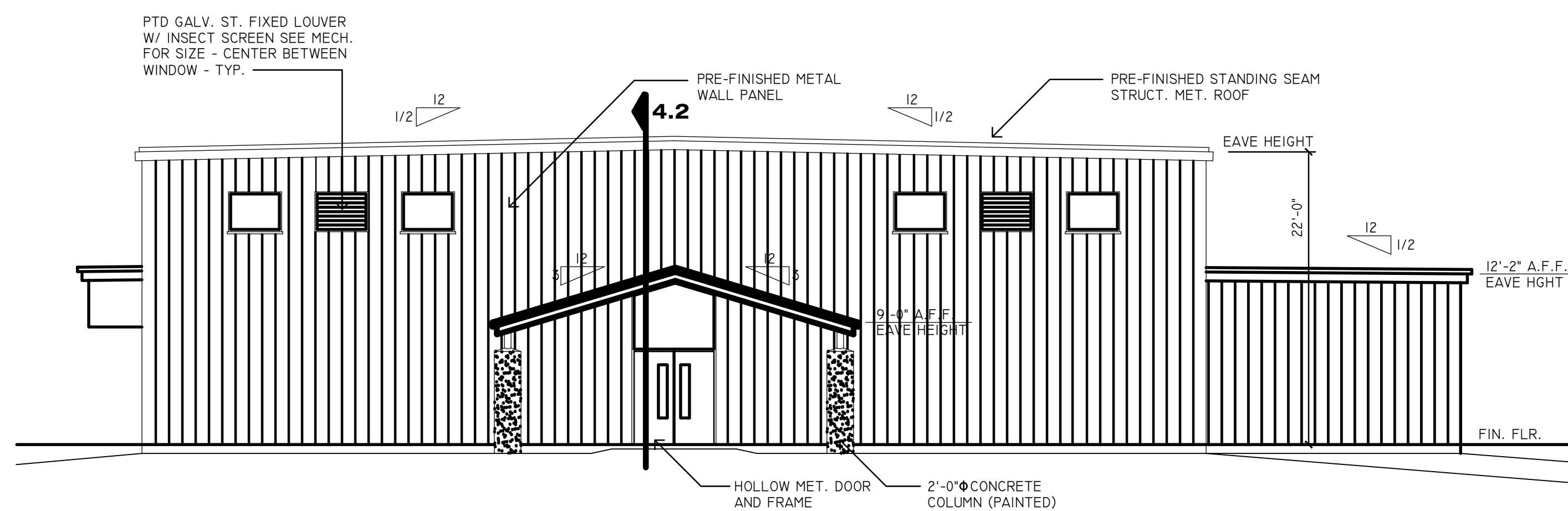
NOTE: D/S DENOTES DOWNSPOUT W/ CONCRETE SPLASHBLOCK



## 2.2 LEFT SIDE ELEVATION

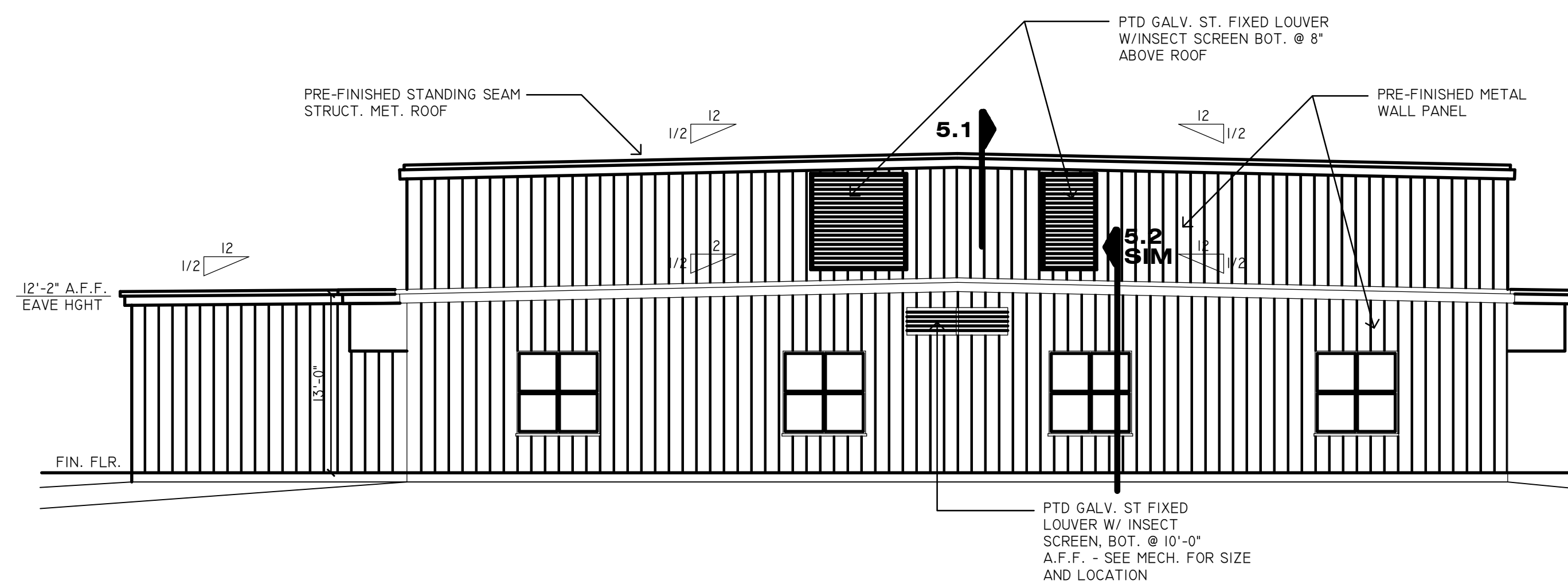
SCALE: 1/8" = 1'-0"

NOTE: D/S DENOTES DOWNSPOUT W/ CONCRETE SPLASHBLOCK



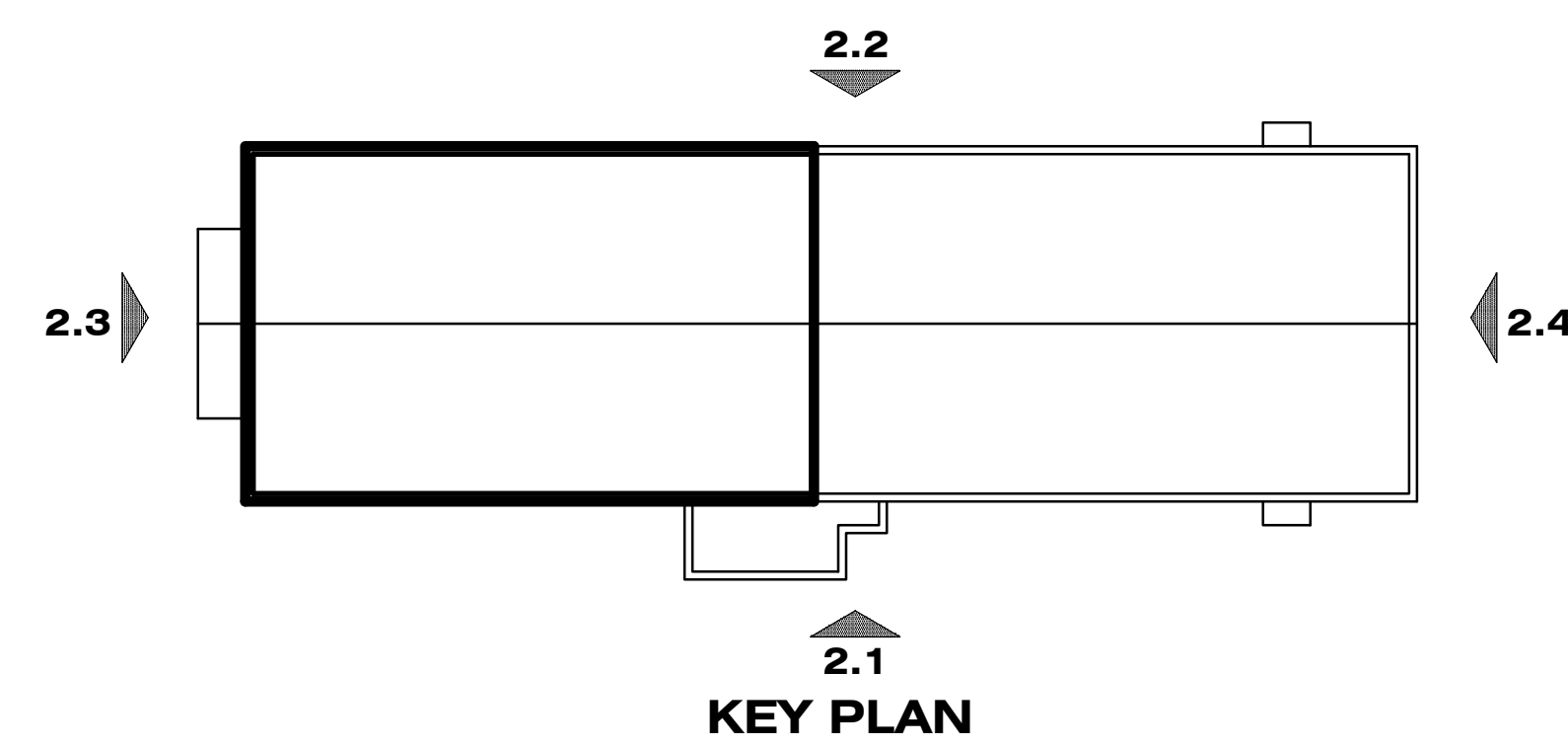
## 2.3 FRONT ELEVATION

SCALE: 1/8" = 1'-0"



## 2.4 REAR ELEVATION

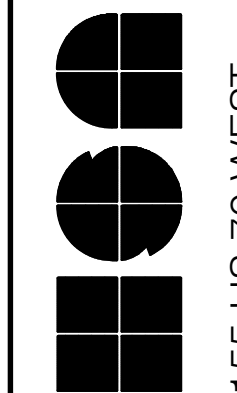
SCALE: 1/8" = 1'-0"



MULTI-PURPOSE/CLASSROOM ADDITION FOR:  
**WORD OF GOD FELLOWSHIP**  
3000 ROCK QUARRY ROAD, RALEIGH, NORTH CAROLINA

**A2**

ELEVATIONS



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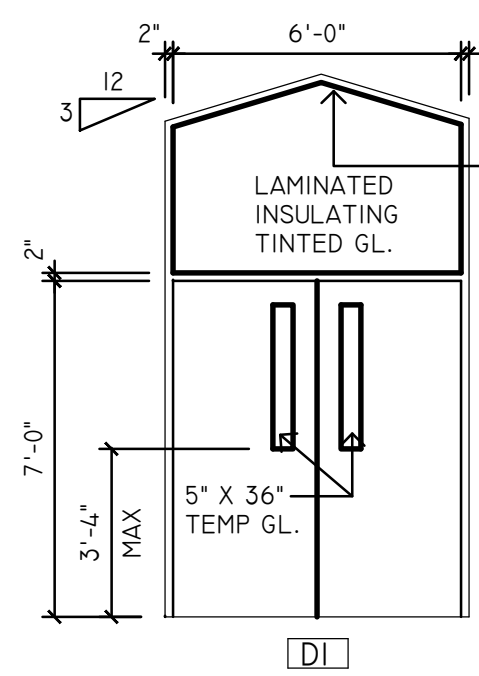
drawn by: SE  
checked by: HSA  
project no.: 9801  
date: FEBRUARY, 1999

FINISH SCHEDULE

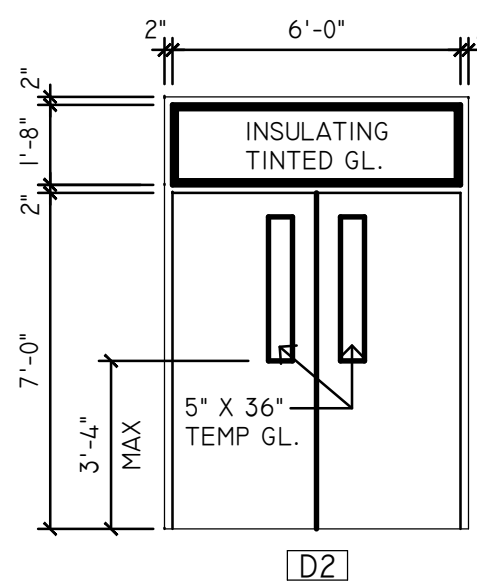
RM. #	ROOM NAME	FLOORS	BASE	WALLS	CEILING	REMARKS
		WOOD SORT SYSTEM CERAMIC TILE VINYL TILE QUARRY TILE CARPET	BASE BY FLOORING MFR. CERAMIC TILE RUBBER QUARRY TILE	CERAMIC TILE GYPSUM BOARD/ EPOXY PAINTED GYPSUM BOARD/ EPOXY PAINTED	EXPOSED STRUCTURE/ PAINTED MFR. LATH GYPSUM BOARD LAY IN ACOUSTICAL EXPOSED STRUCTURE	
101	BASKETBALL COURT					SEE NOTE #2, #3
102	DRESSING					SEE NOTE #2
103	SHOWERS					SEE NOTE #2
104	MENS					SEE NOTE #1, #2
105	DRESSING					SEE NOTE #2
106	SHOWERS					SEE NOTE #2
107	WOMENS					SEE NOTE #1, #2
108	JANITOR					
109	WHIRLPOOL ROOM					SEE NOTE #2
110	STORAGE					SEE NOTE #2
111	CONCESSION					SEE NOTE #2
112	EQUIPMENT CHECKOUT					
113	CORRIDOR					
114	DIRECTORS OFFICE					
115	ELEC. / TEL.					
116	TEACHERS LOUNGE					
117	TOILET					
118	CLASSROOM #1					
119	CLASSROOM #2					
120	CLASSROOM #3					
121	CLASSROOM #4					
122	CLASSROOM #5					
123	CORRIDOR					INCLUDES 123A
124	WOMENS EXERCISE					
125	MENS EXERCISE					
126	BOYS TOILET					SEE NOTE #2
127	GIRLS TOILET					SEE NOTE #2
128	STORAGE #1					
129	STORAGE #2					
130	CLASSROOM #6					
131	CLASSROOM #7					
132	CORRIDOR					
133	CORRIDOR					
134	WAITING					
135	RECEPTION					
136	HEALTH					
137	MAIL					
138	FILES					
139	ASST. PRINCIPAL					
140	CORRIDOR					
141	PRINCIPAL					
142	STORAGE #3					
143	OUTDOOR STORAGE					
144	CLASSROOM #8					
145	CLASSROOM #9					
146	CORRIDOR					
147	CLASSROOM #10					
148	CLASSROOM #11					
149	CLASSROOM #12					
150	CLASSROOM #13					
151	DINING AREA					
201	MECHANICAL ROOM					

FINISH SCHEDULE NOTES

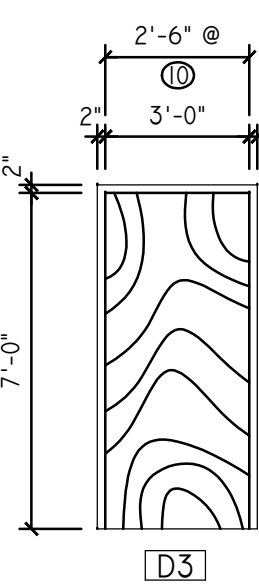
1. FINISHES TO INCLUDE ENTRY CORRIDOR
2. DEPRESS SLAB 2" FOR FLOOR FINISH
3. VERIFY FLOOR DEPRESSION W/WOOD SORT SYSTEM RECOMMENDATIONS



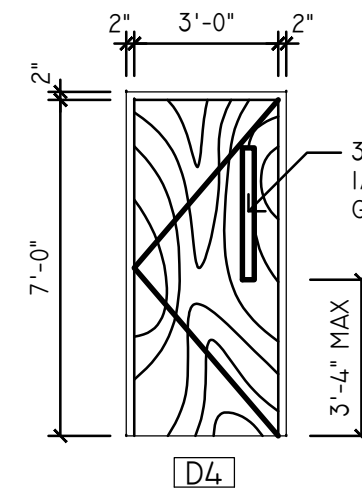
D1



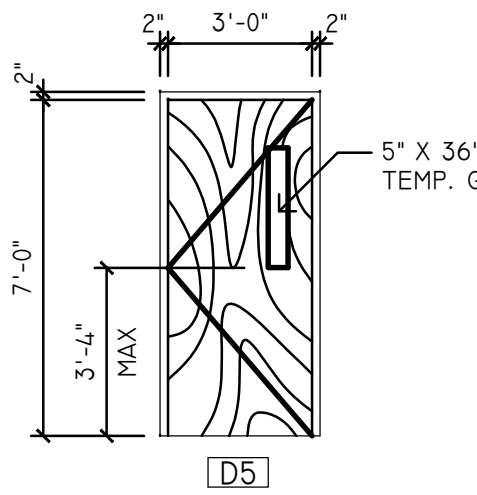
D2



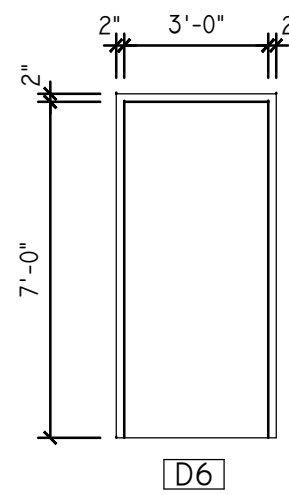
D3



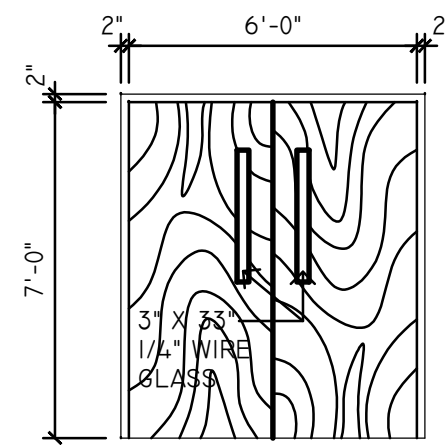
D4



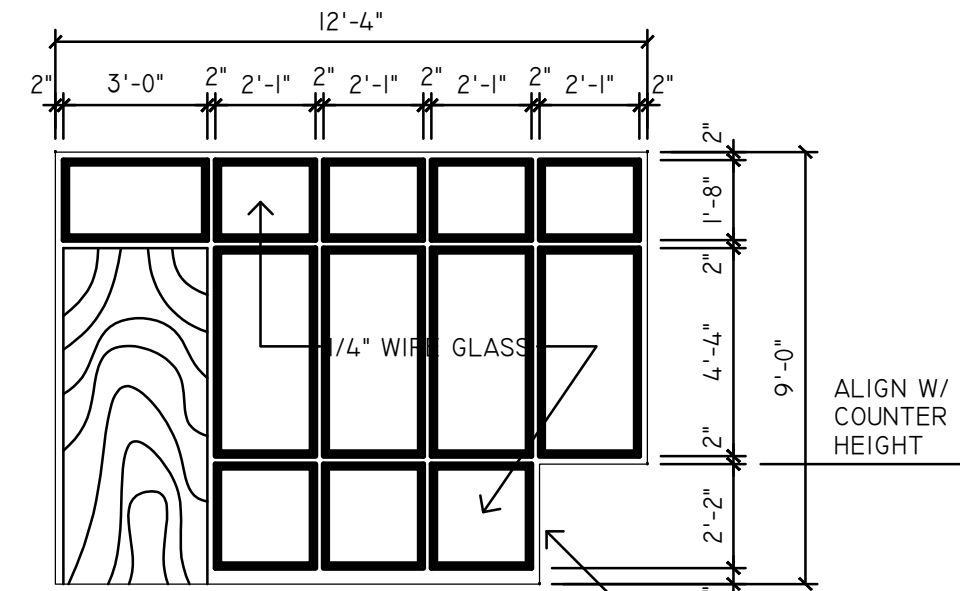
D5



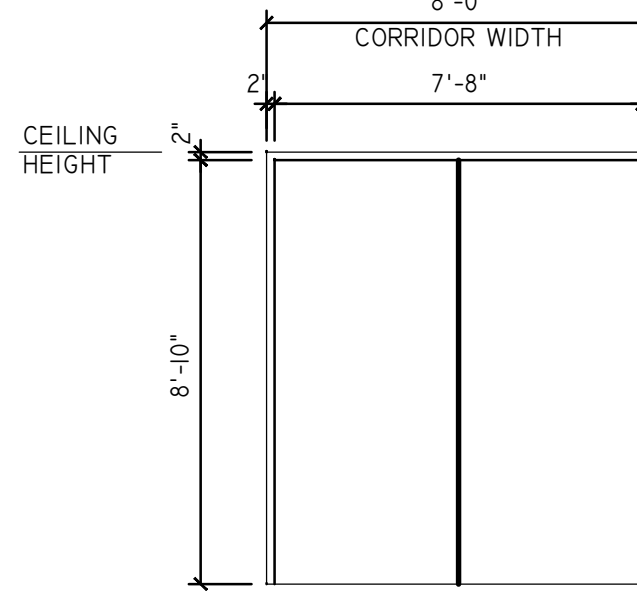
D6



D7



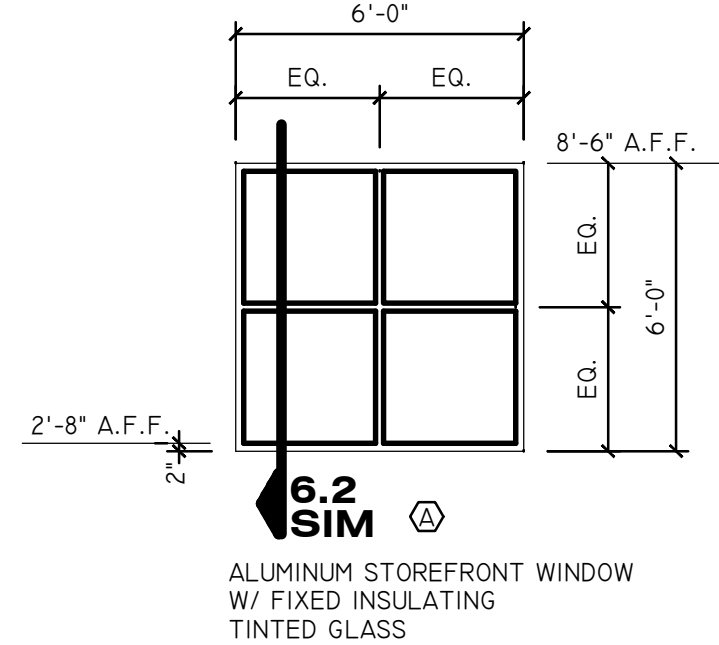
D8



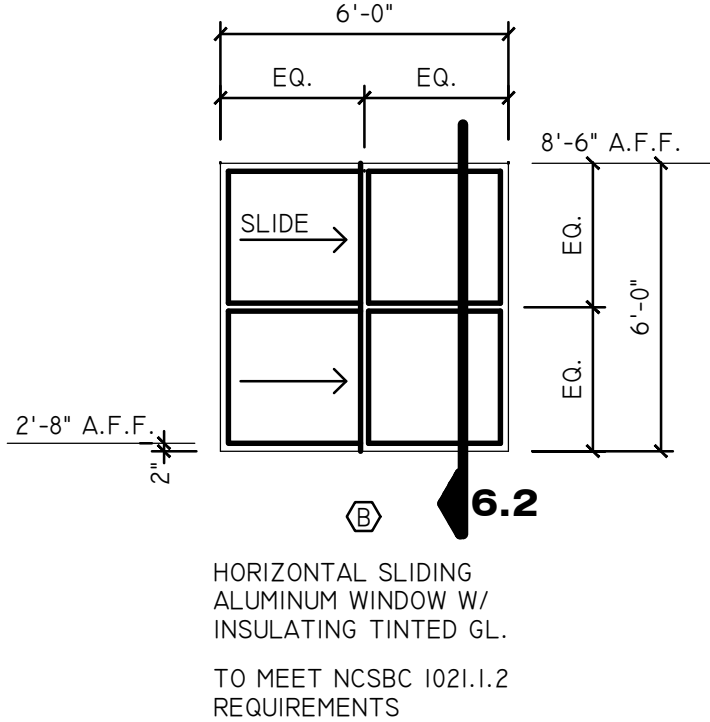
D9

DOOR ELEVATIONS

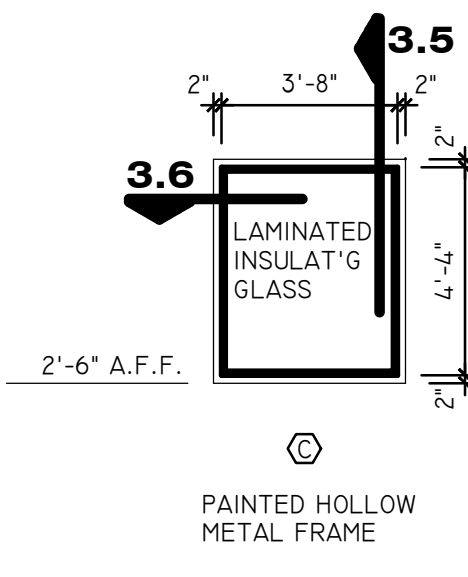
SCALE: 1/4" = 1'-0"



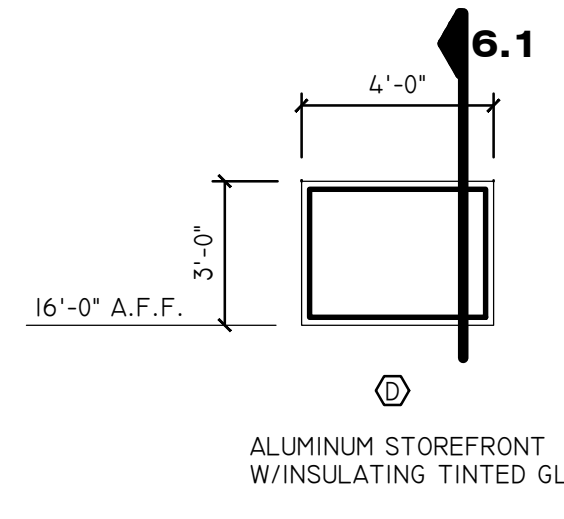
W1



W2



W3



W4

WINDOW ELEVATIONS

SCALE: 1/4" = 1'-0"

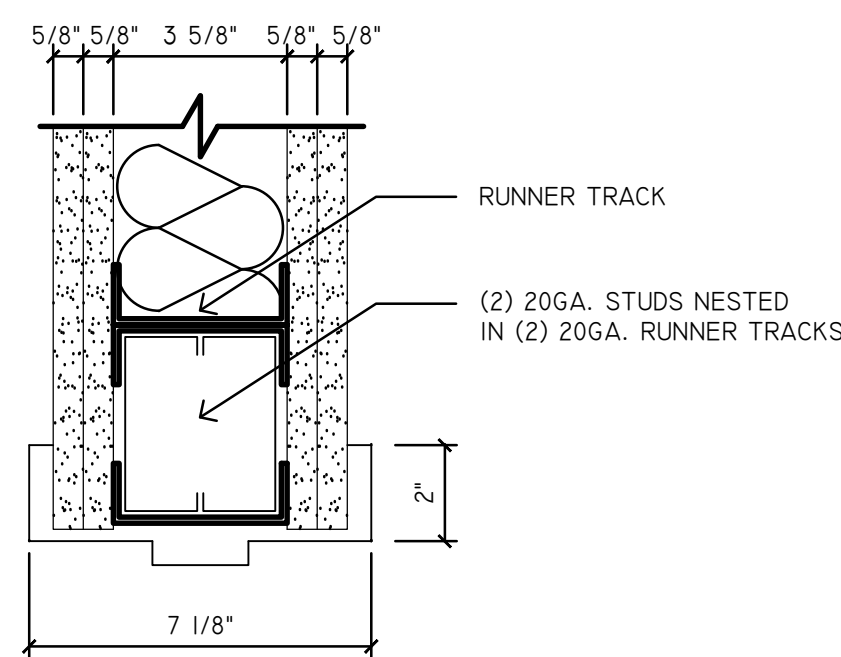
DOOR SCHEDULE

MARK	SIZE	ELEV	HEAD	JAMB	SILL	DOOR & FRAME LABEL	HOW SET #	SIGN	REMARKS
1	PR 3'-0" X 7'-0" X 1 3/4"	D1	3.7	3.8	3.12		2		
2	3'-0" X 7'-0" X 1 3/4"	D3	3.5	3.6	3.13				
3	PR 3'-0" X 7'-0" X 1 3/4"	D7	3.5	3.6	3.13		10		
4	3'-0" X 7'-0" X 1 3/4"	D3	3.3	3.4	3.10				SEE SPECS FOR SIGNAGE
5	3'-0" X 7'-0" X 1 3/4"	D3	3.1	3.2	3.10	1 1/2 B	7		SEE SPECS FOR SIGNAGE
6	3'-0" X 7'-0" X 1 3/4"	D3	3.1	3.2	-----	1 1/2 B	5		
7	3'-0" X 7'-0" X 1 3/4"	D4	3.1	3.2	-----	1 1/2 B	7		
8	3'-0" X 7'-0" X 1 3/4"	D3	3.3	3.4	3.10		2		
9	3'-0" X 7'-0" X 1 3/4"	D5	3.3	3.4	3.10		2		
10	2'-6" X 7'-0" X 1 3/4"	D3	3.3	3.4	-----		5		
11	3'-0" X 7'-0" X 1 3/4"	D5	3.3	3.4	3.11		2		
12	3'-0" X 7'-0" X 1 3/4"	D3	3.3	3.4	-----		5		
13	3'-0" X 7'-0" X 1 3/4"	D3	3.3	3.4	3.11	20 MIN	2		
14	3'-0" X 7'-0" X 1 3/4"	D3	3.3	3.4	3.11		4		
15	3'-0" X 7'-0" X 1 3/4"	D4	3.3	3.4	3.11	20 MIN	2		
16	3'-0" X 7'-0" X 1 3/4"	D3	3.3	3.4	3.11	20 MIN	2		
17	3'-0" X 7'-0" X 1 3/4"	D3	3.3	3.4	3.11	20 MIN	2		
18	3'-0" X 7'-0" X 1 3/4"	D4	3.3	3.4	3.11	20 MIN	2		
19	3'-0" X 7'-0" X 1 3/4"	D4	3.3	3.4	3.11	20 MIN	2		
20	3'-0" X 7'-0" X 1 3/4"	D3	3.3	3.4	3.10	20 MIN	7		SEE SPECS FOR SIGNAGE
21	3'-0" X 7'-0" X 1 3/4"	D4	3.3	3.4	3.11	20 MIN	2		
22	3'-0" X 7'-0" X 1 3/4"	D4	3.3	3.4	3.11	20 MIN	2		
23	3'-0" X 7'-0" X 1 3/4"	D4	3.3	3.4	3.11	20 MIN	2		
24	3'-0" X 7'-0" X 1 3/4"	D4	3.3	3.4	3.11	20 MIN	2		
25	3'-0" X 7'-0" X 1 3/4"	D3	3.3	3.4	3.11	20 MIN	2		
26	PR 3'-0" X 7'-0" X 1 3/4"	D2	6.3	3.2	3.12		1		
27	3'-0" X 7'-0" X 1 3/4"	D8	3.3	3.4	3.11	20 MIN	2		
28	NOT USED								
29	3'-0" X 7'-0" X 1 3/4"	D3	3.3	3.4	-----		2		
30	3'-0" X 7'-0" X 1 3/4"	D5	3.3	3.4	3.11		2		
31	3'-0" X 7'-0" X 1 3/4"	D3	3.3	3.4	-----		2		
32	3'-0" X 7'-0" X 1 3/4"	D3	3.3	3.4	-----		2		
33	3'-0" X 7'-0" X 1 3/4"	D3	3.3	3.4	-----		3		
34	3'-0" X 7'-0" X 1 3/4"	D3	3.3	3.4	-----		3		
35	3'-0" X 7'-0" X 1 3/4"	D3	3.3	3.4	3.11	20 MIN	3		
36	3'-0" X 7'-0" X 1 3/4"	D3	3.3	3.4	3.11	20 MIN	2		
37	3'-0" X 7'-0" X 1 3/4"	D3	3.3	3.4	-----	20 MIN	5		
38	3'-0" X 7'-0" X 1 3/4"	D3	3.3	3.4	-----	20 MIN	5		
39	3'-0" X 7'-0" X 1 3/4"	D3	3.3	3.4	3.10	20 MIN	7		SEE SPECS FOR SIGNAGE
40	3'-0" X 7'-0" X 1 3/4"	D4	3.3	3.4	3.11	20 MIN	2		
41	3'-0" X 7'-0" X 1 3/4"	D4	3.3	3.4	3.11	20 MIN	2		
42	3'-0" X 7'-0" X 1 3/4"	D3	3.3	3.4	-----	20 MIN	5		
43	3'-0" X 7'-0" X 1 3/4"	D6	3.7	3.8	3.12		6		
44	3'-0" X 7'-0" X 1 3/4"	D4	3.3	3.4	3.11	20 MIN	2		
45	3'-0" X 7'-0" X 1 3/4"	D4	3.3	3.4	3.11	20 MIN	2		
46	PR 3'-0" X 7'-0" X 1 3/4"	D2	6.3	3.2	3.12		1		
47	3'-0" X 7'-0" X 1 3/4"	D4	3.3	3.4	3.11	20 MIN	2		
48	3'-0" X 7'-0" X 1 3/4"	D4	3.3	3.4	3.11	20 MIN	2		
49	3'-0" X 7'-0" X 1 3/4"	D4	3.3	3.4	3.11	20 MIN	2		
50	3'-0" X 7'-0" X 1 3/4"	D4	3.3	3.4	3.11	20 MIN	2		
51	PR 3'-0" X 7'-0" X 1 3/4"	D2	6.3	3.2	3.12		1		
52	PR 3'-0" X 7'-0" X 1 3/4"	D7	3.1	3.2	3.12	1 1/2 B	8		HOLD OPEN DEVICE
53	PR 3'-10" X 7'-0" X 1 3/4"	D8	3.3	3.4	3.11	20 MIN	9		HOLD OPEN DEVICE
54	PR 3'-10" X 7'-0" X 1 3/4"	D8	3.3	3.4	3.11	20 MIN	9		HOLD OPEN DEVICE
55	3'-0" X 7'-0" X 1 3/4"	D5	3.3	3.4	3.10		2		

NOTE: PROVIDE DOOR SIGN ON ALL TOILET ROOM DOORS, SEE SPECIFICATIONS

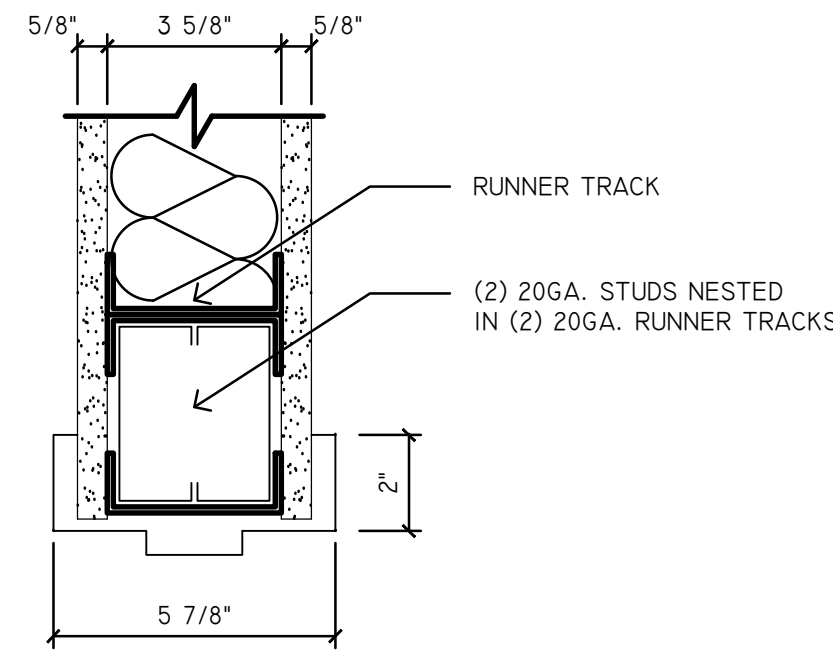
3.1 HEAD DETAIL

SCALE: 3" = 1'-0"



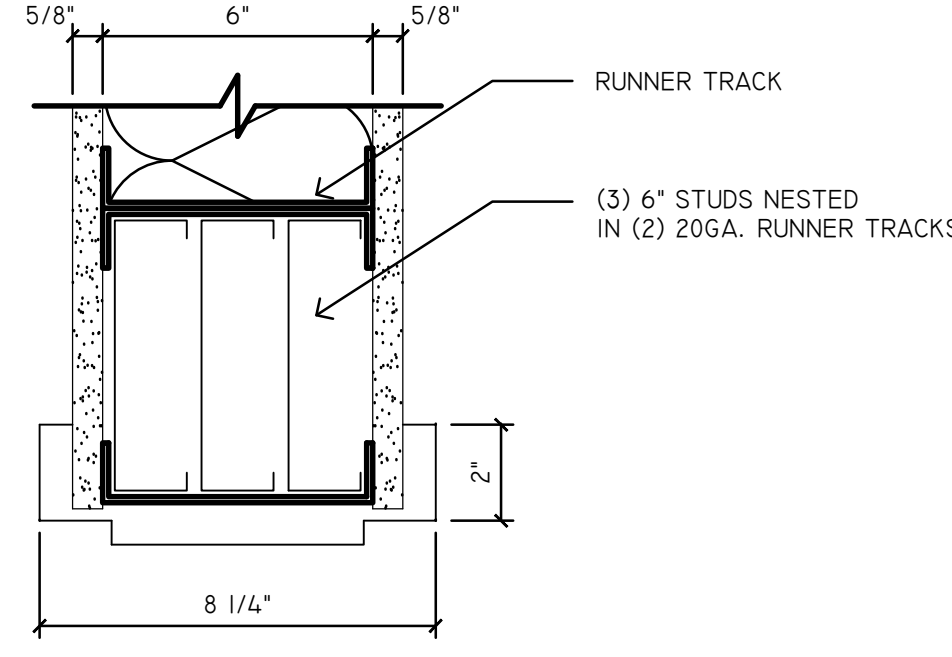
3.3 HEAD DETAIL

SCALE: 3" = 1'-0"



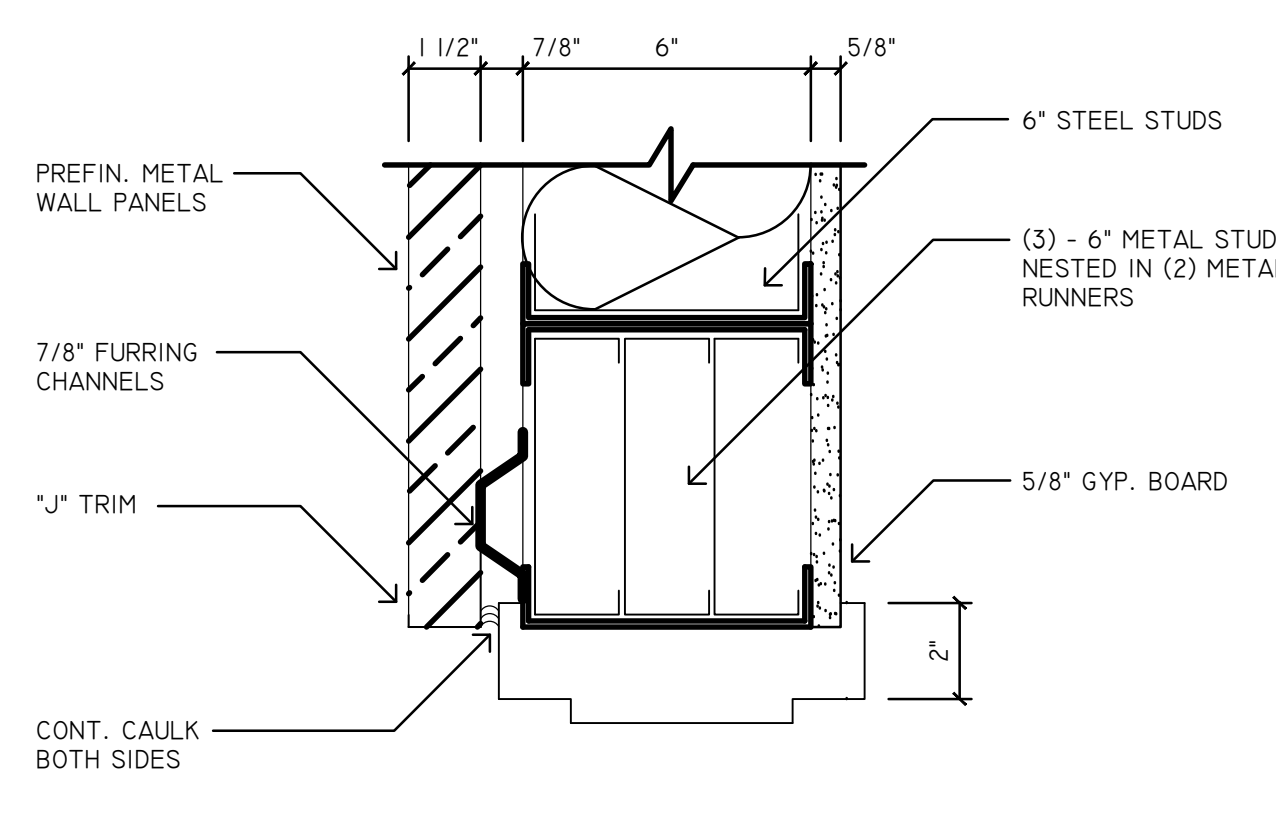
3.5 HEAD DETAIL

SCALE: 3" = 1'-0"



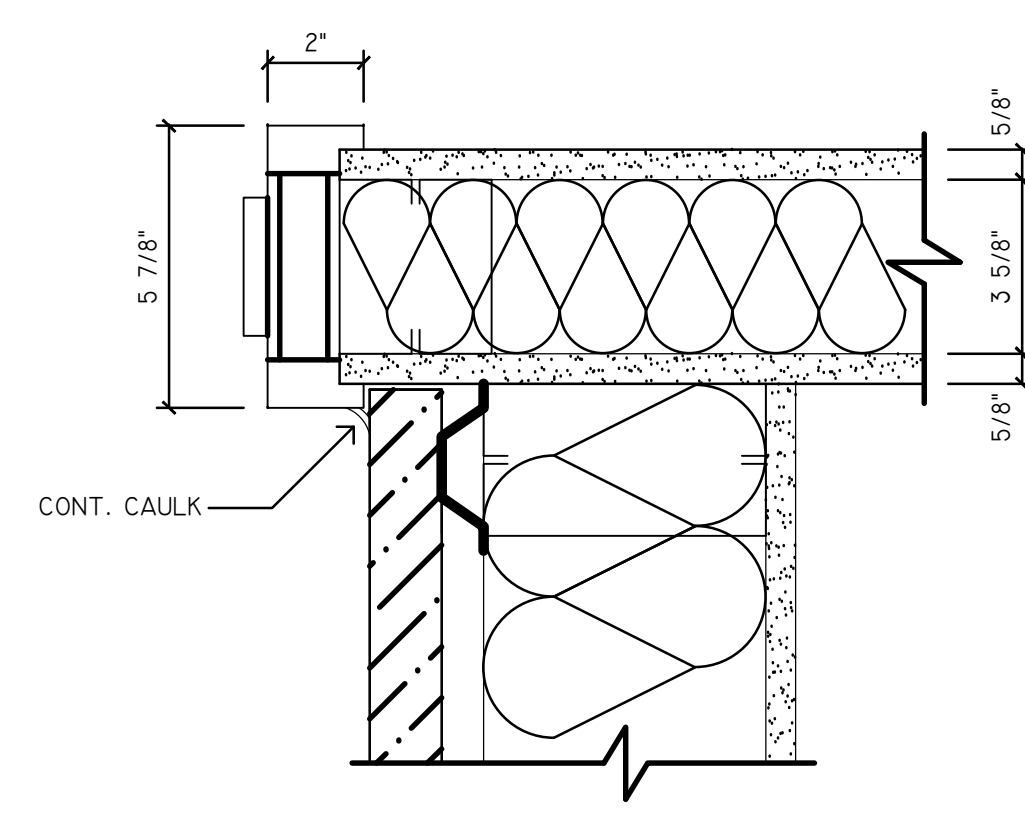
3.7 HEAD DETAIL

SCALE: 3" = 1'-0"



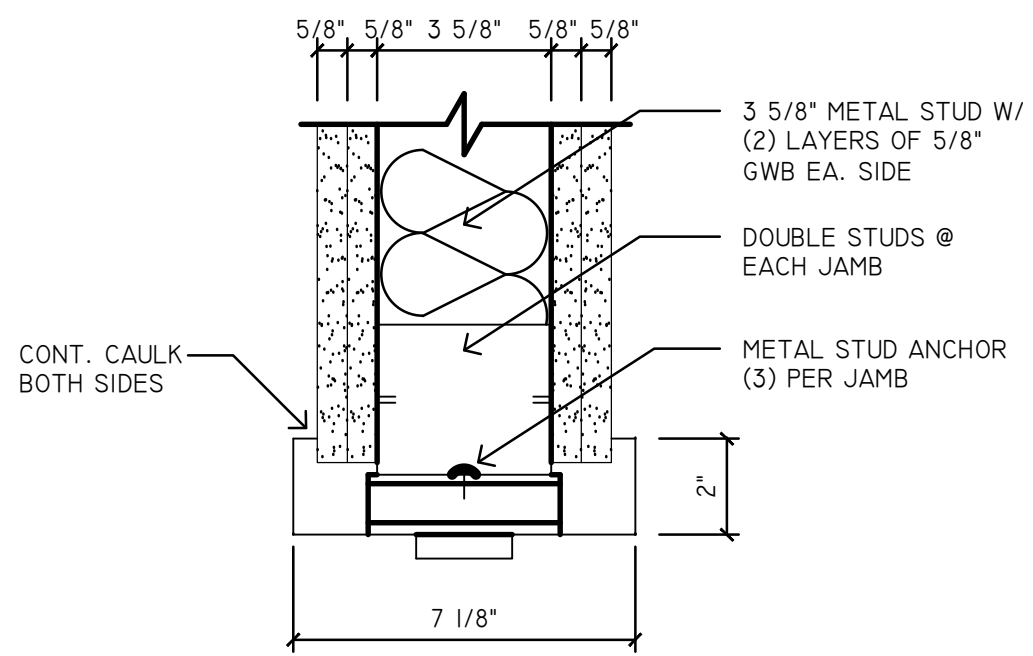
3.9 JAMB DETAIL

SCALE: 3" = 1'-0"



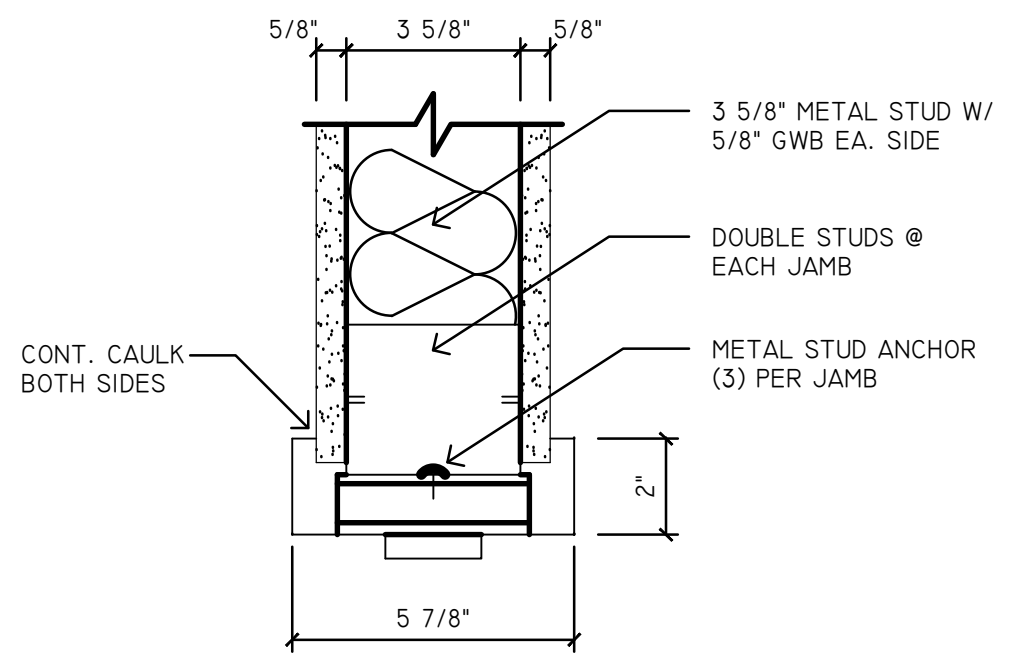
3.2 JAMB DETAIL

SCALE: 3" = 1'-0"



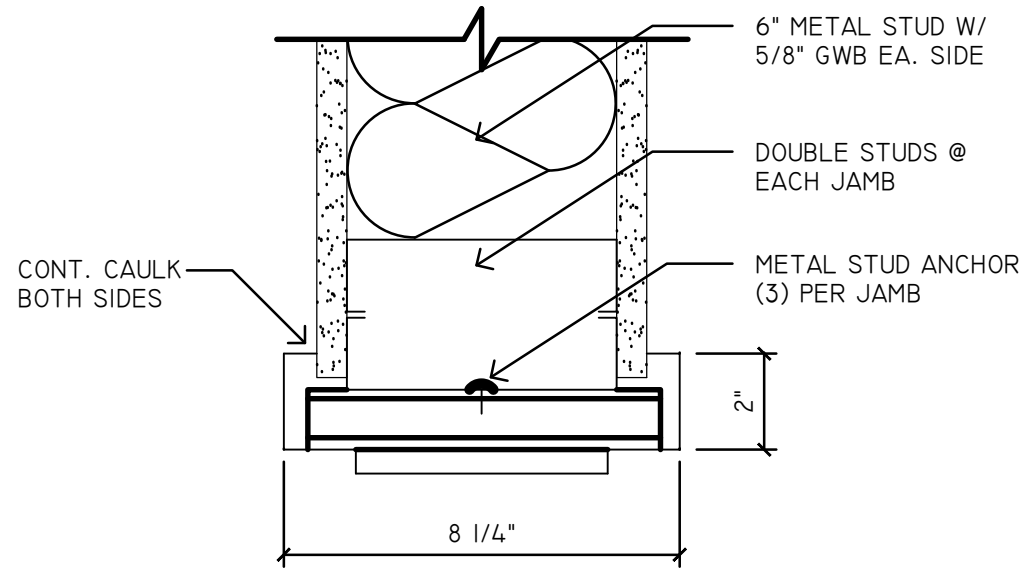
3.4 JAMB DETAIL

SCALE: 3" = 1'-0"



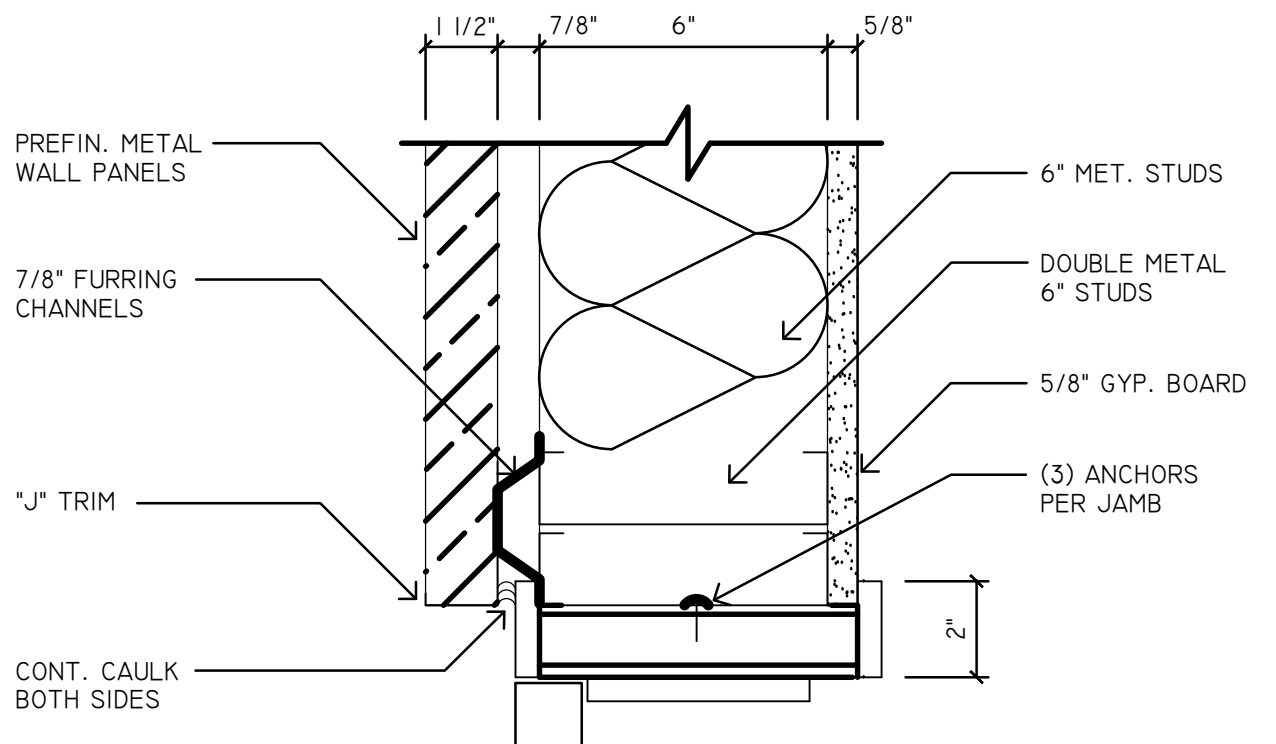
3.6 JAMB DETAIL

SCALE: 3" = 1'-0"



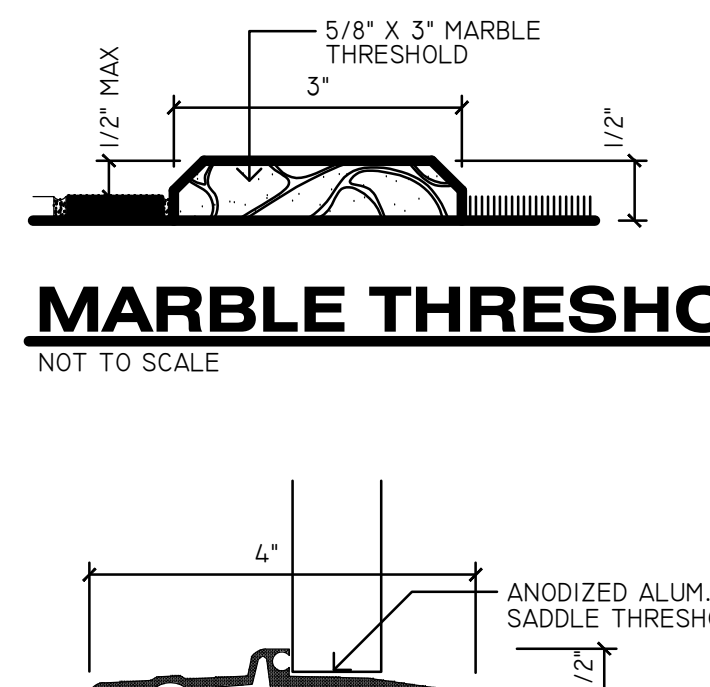
3.8 JAMB DETAIL

SCALE: 3" = 1'-0"



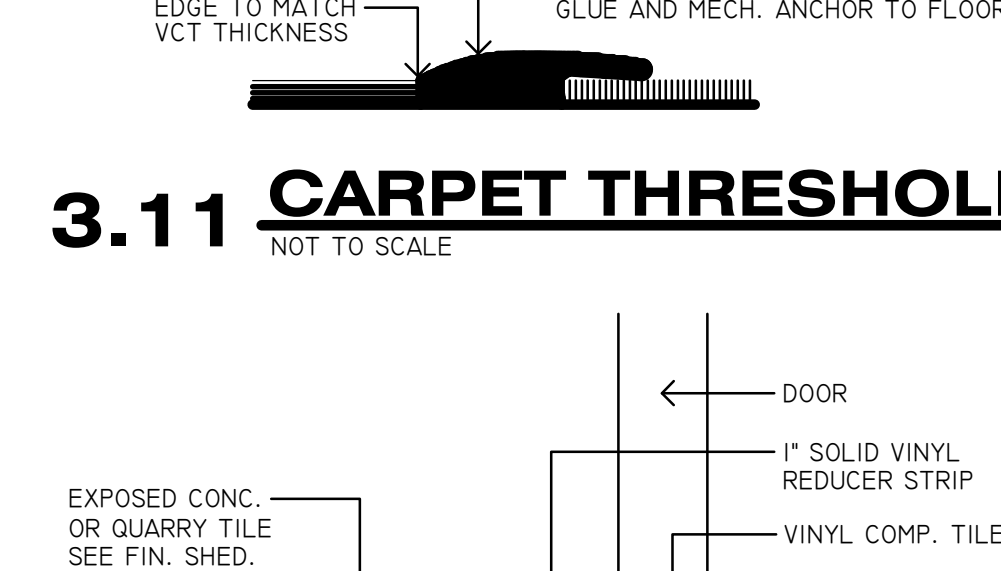
3.10 MARBLE THRESHOLD

NOT TO SCALE



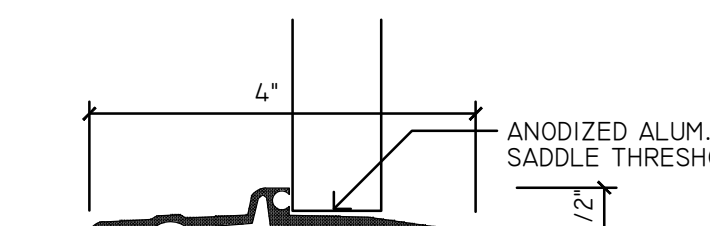
3.11 CARPET THRESHOLD

NOT TO SCALE



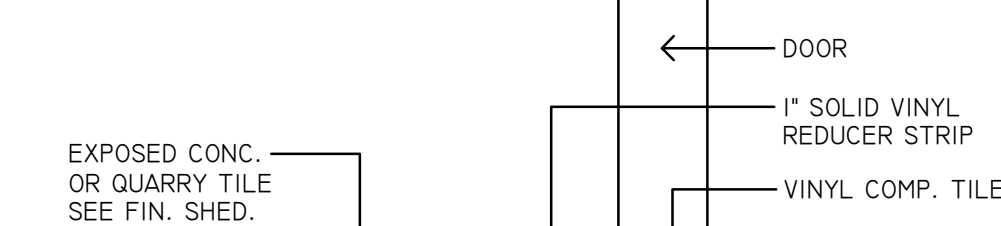
3.12 ALUM. THRESHOLD

NOT TO SCALE



3.13 REDUCER STRIP

NOT TO SCALE



MULTIPURPOSE/ CLASSROOM ADDITION FOR:

WORD OF GOD FELLOWSHIP

3000 ROCK QUARRY ROAD, RALEIGH, NORTH CAROLINA

drawn by: SE

checked by: HSA

project no.: 9801

date: FEBRUARY, 1999

H.S. ANNIS ARCHITECT, AIA

member of the american institute of architects

(919) 772-5565



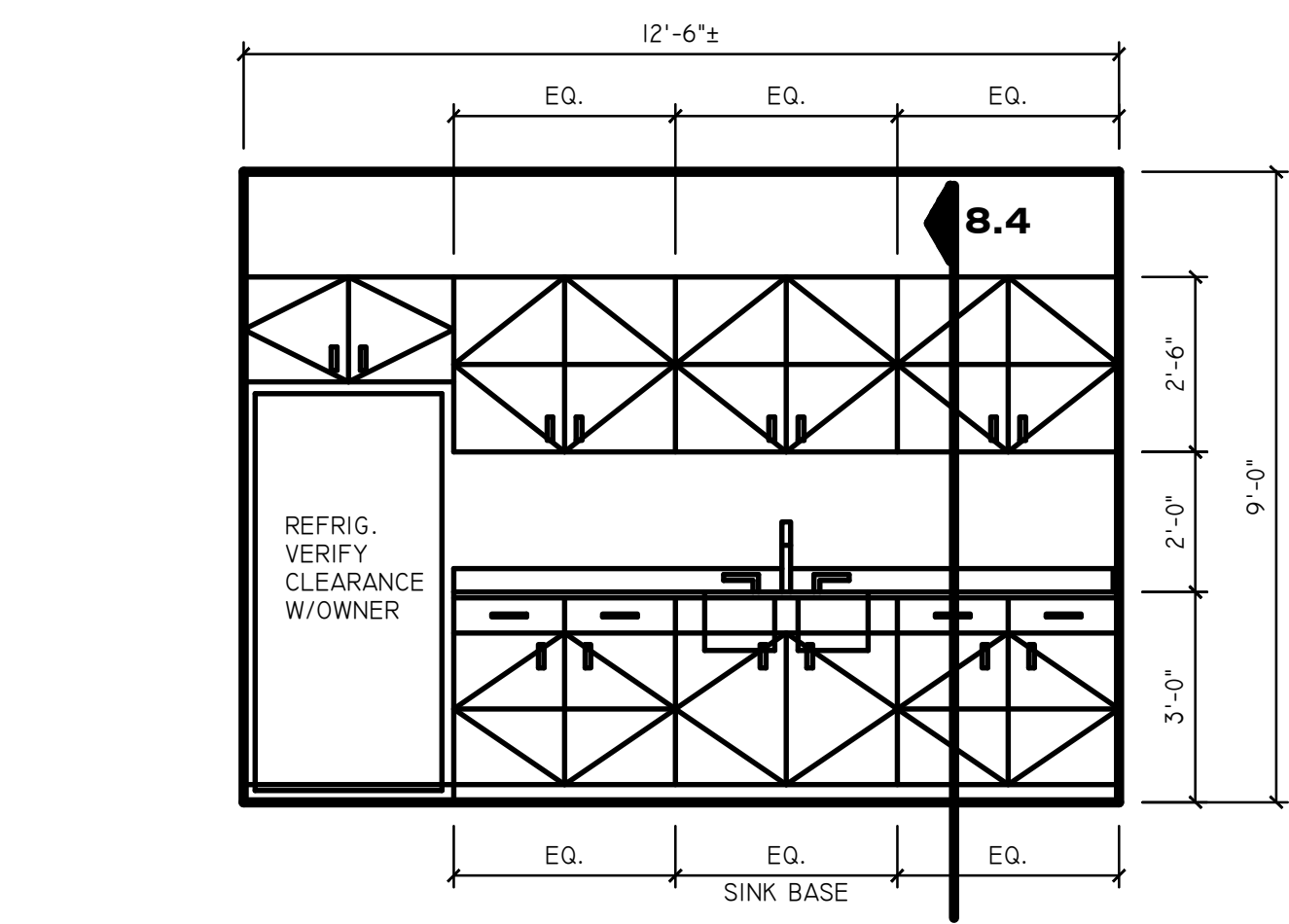
155 US 70 WEST

A3

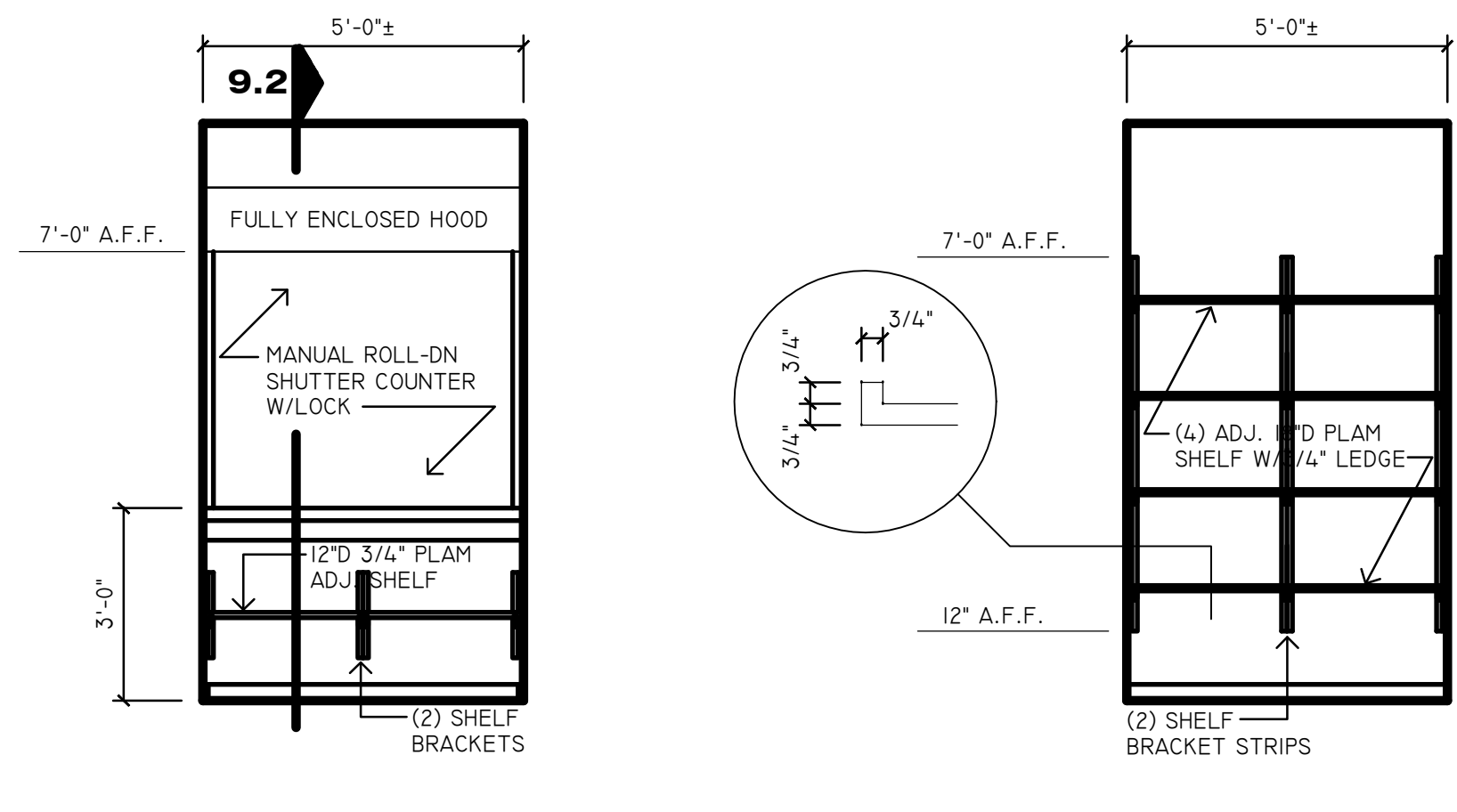
SCHEDULES



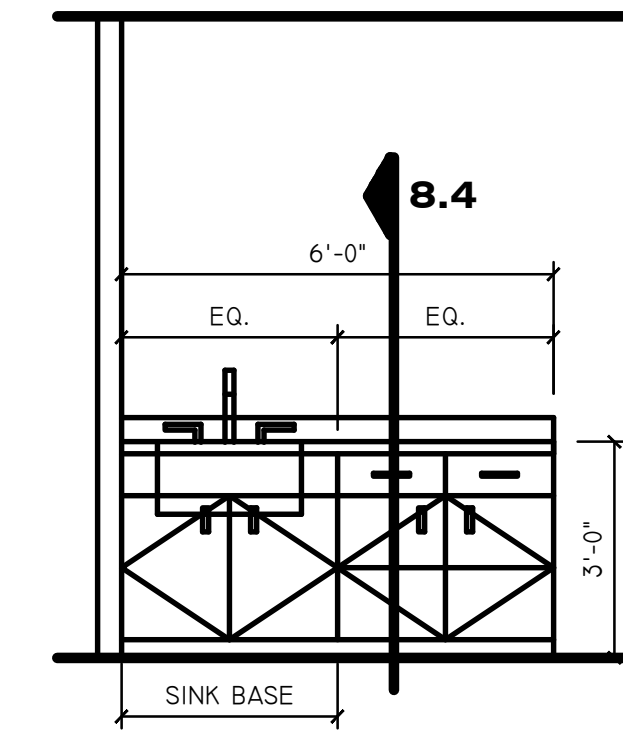




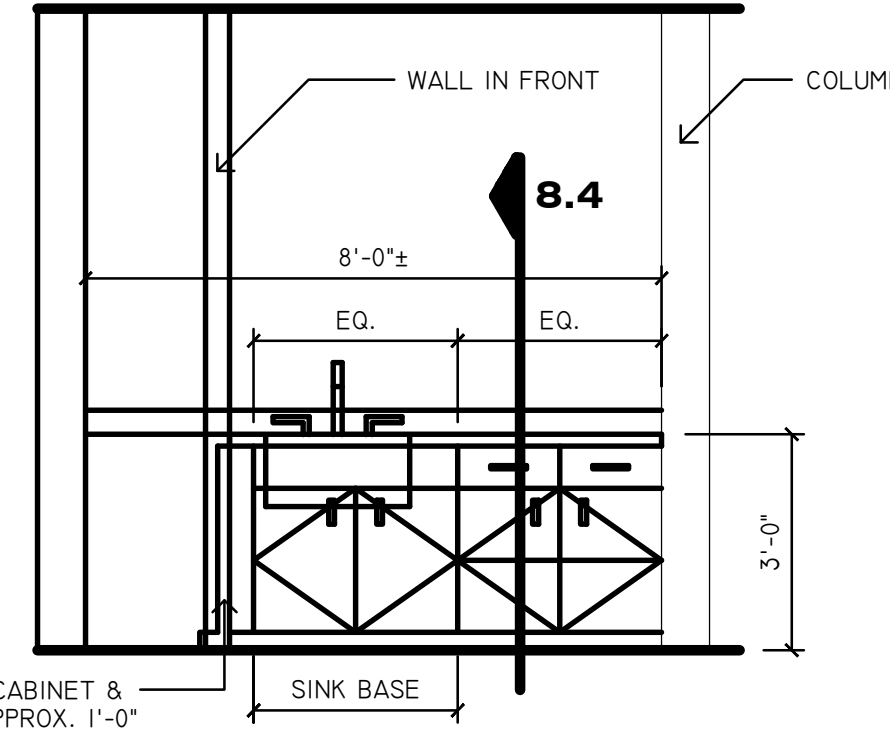
TEACHERS LOUNGE 116



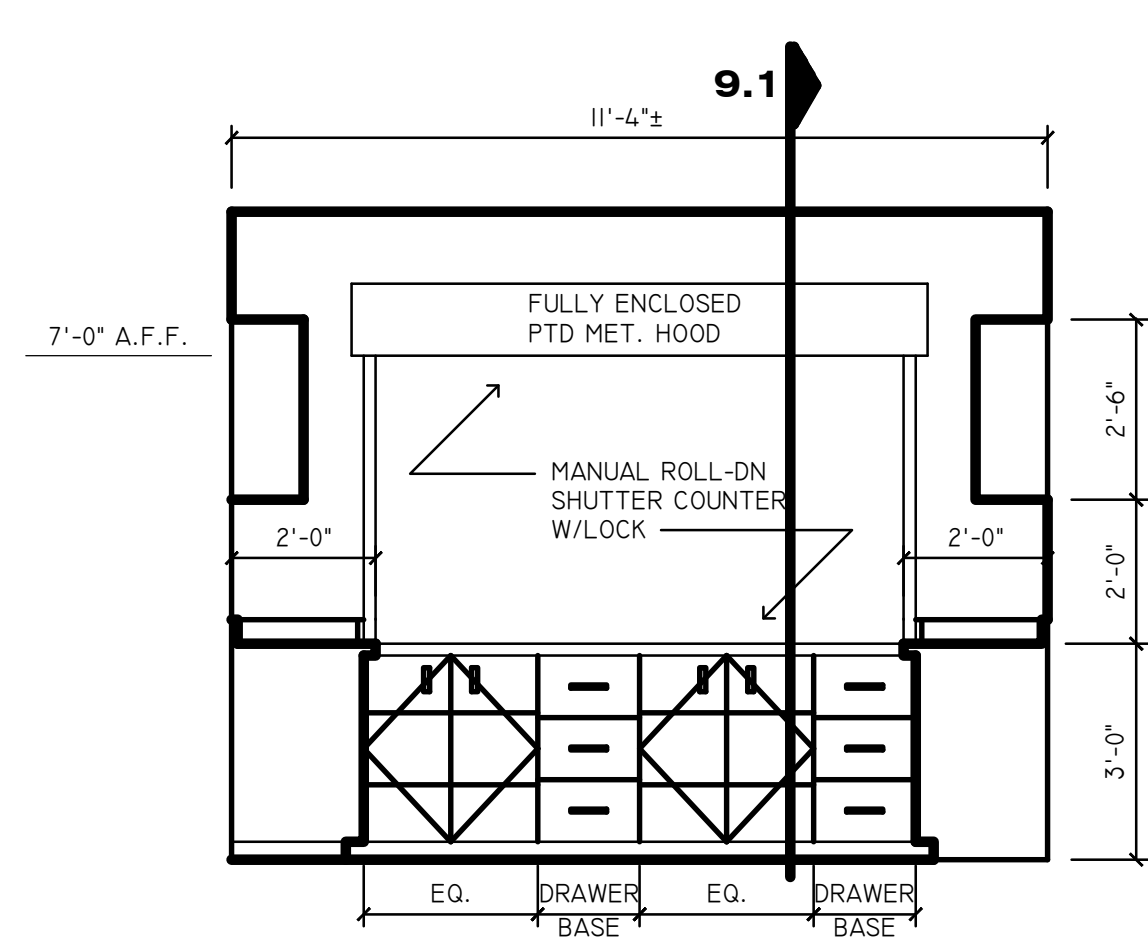
EQUIPMENT CHECKOUT 112



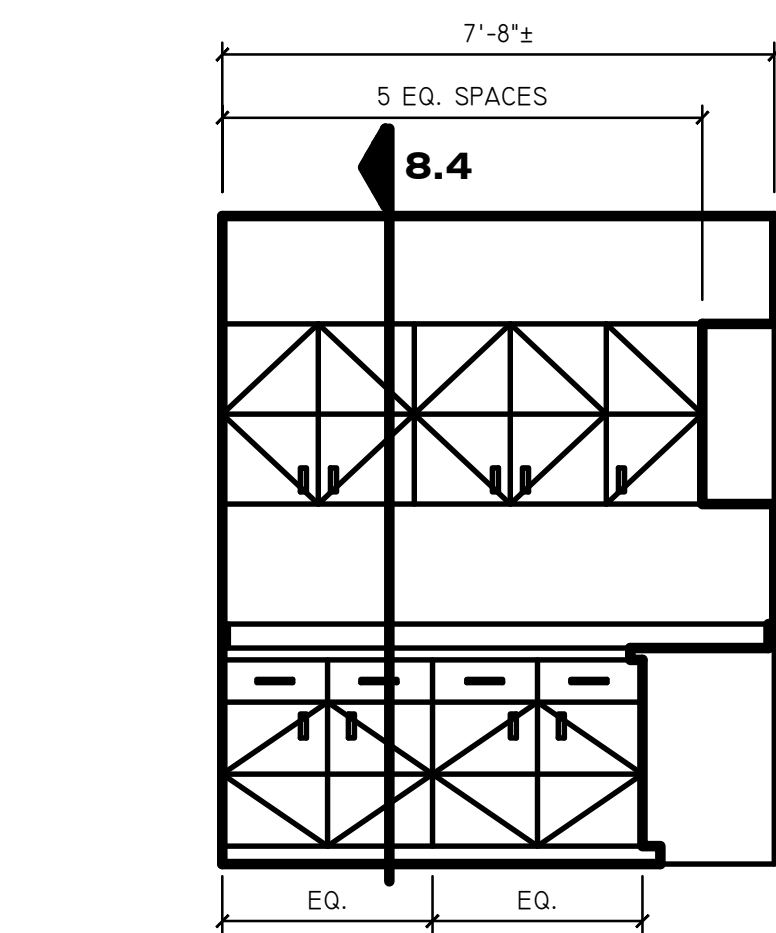
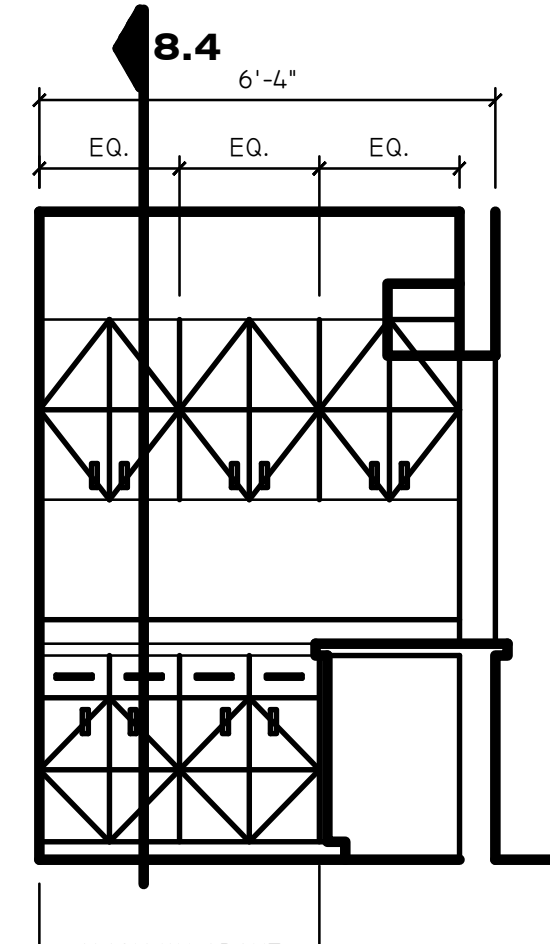
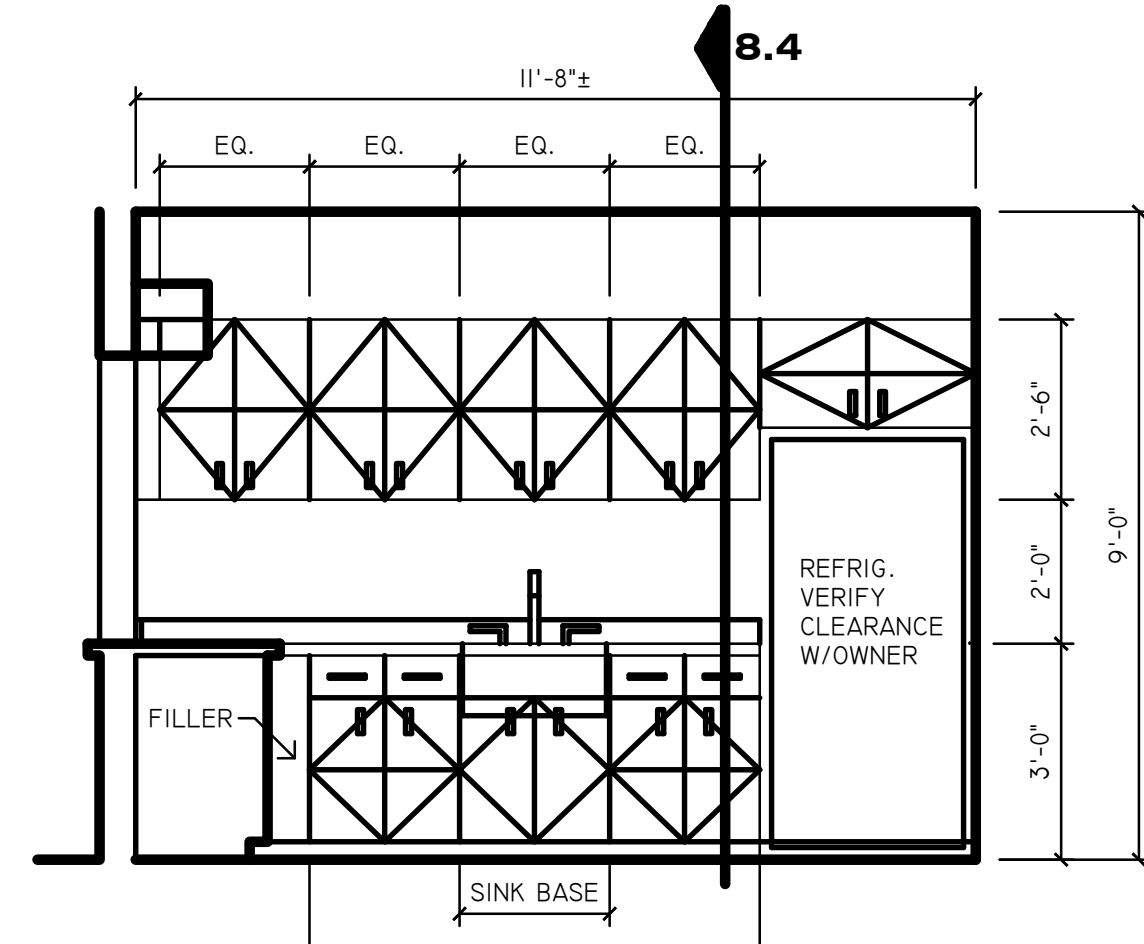
CLASSROOM 118 - 122



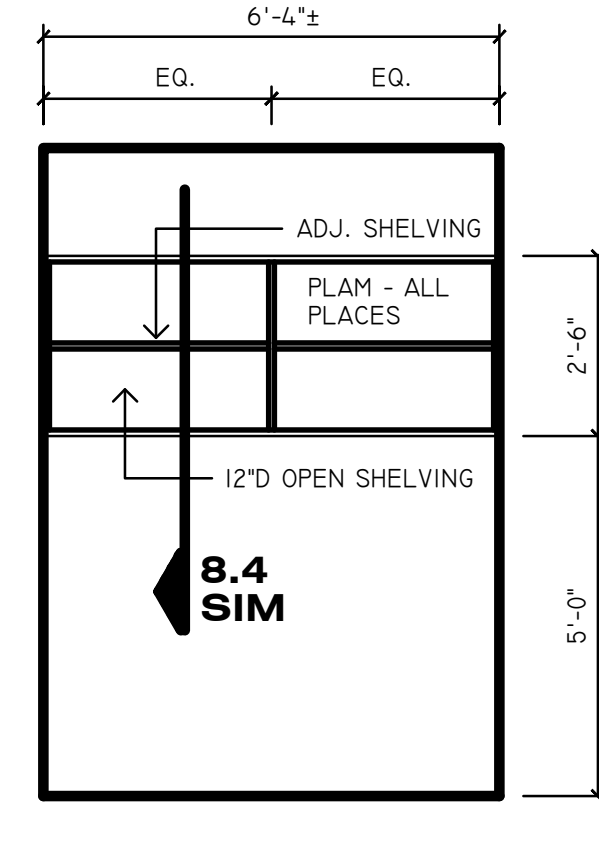
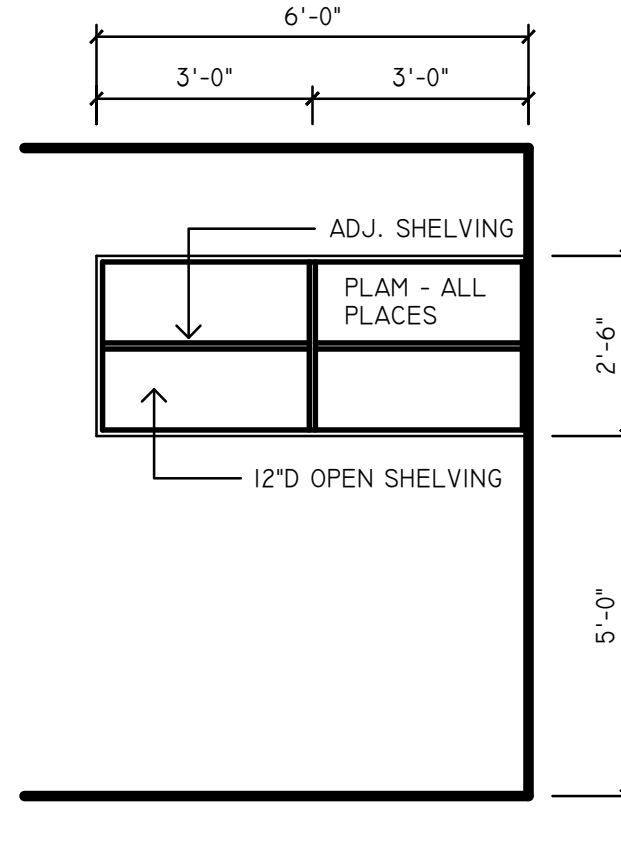
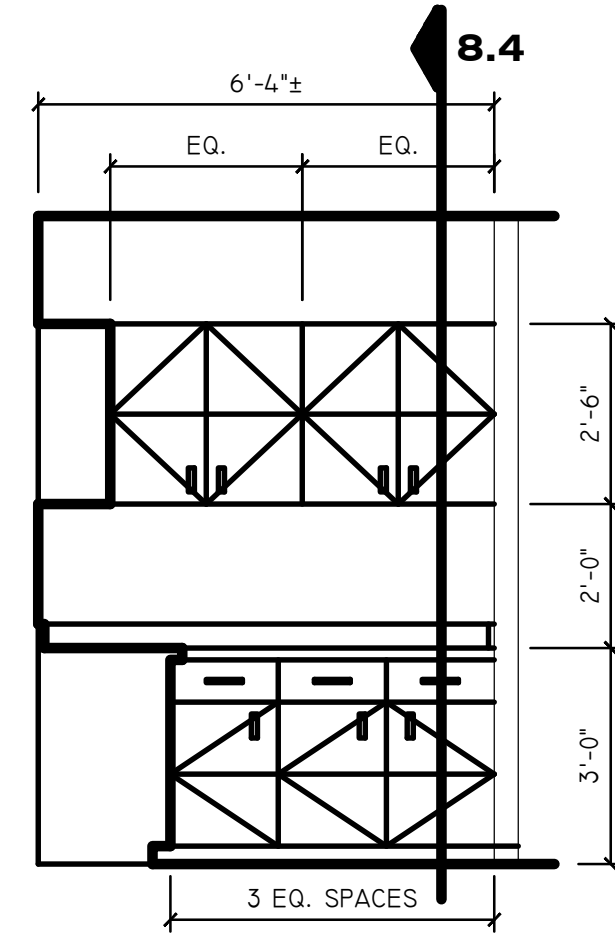
CLASSROOM 147



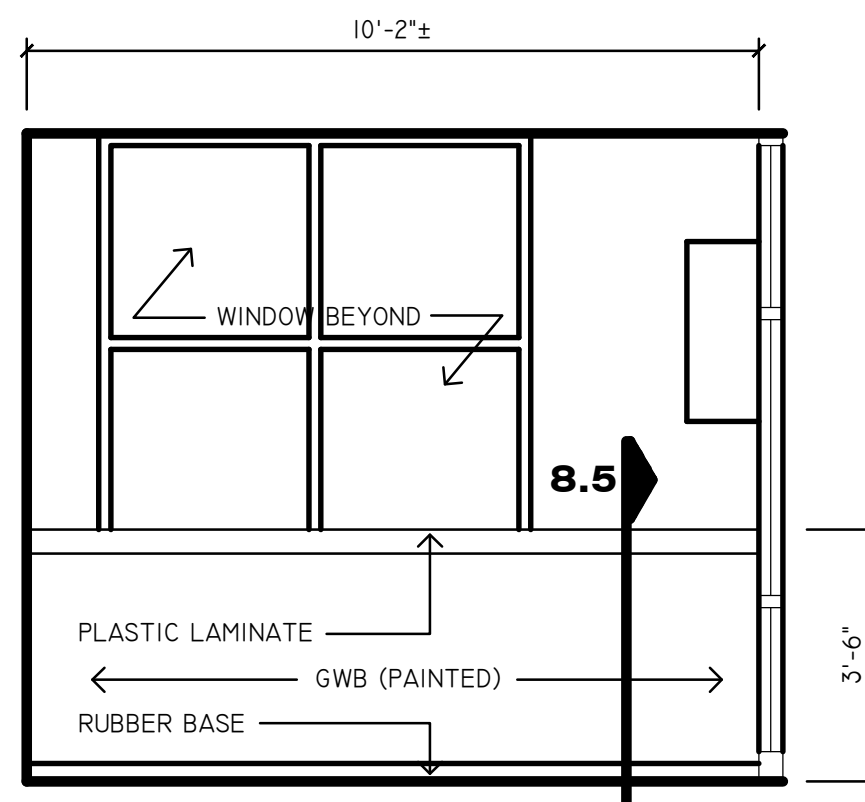
CONCESSION 111



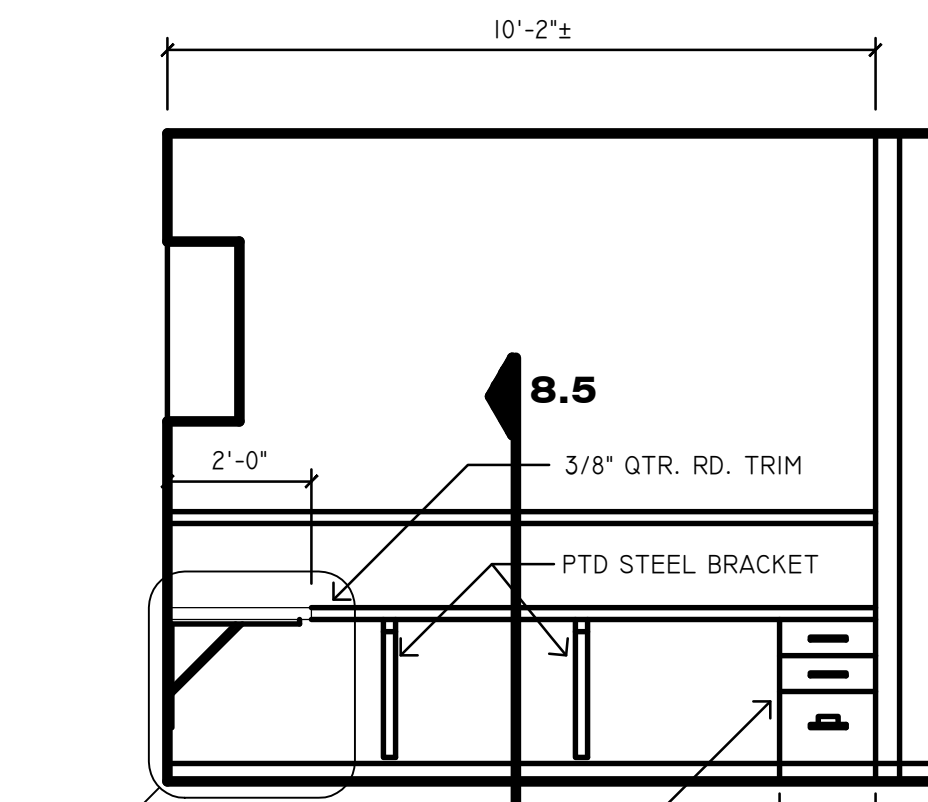
MAIL ROOM 157



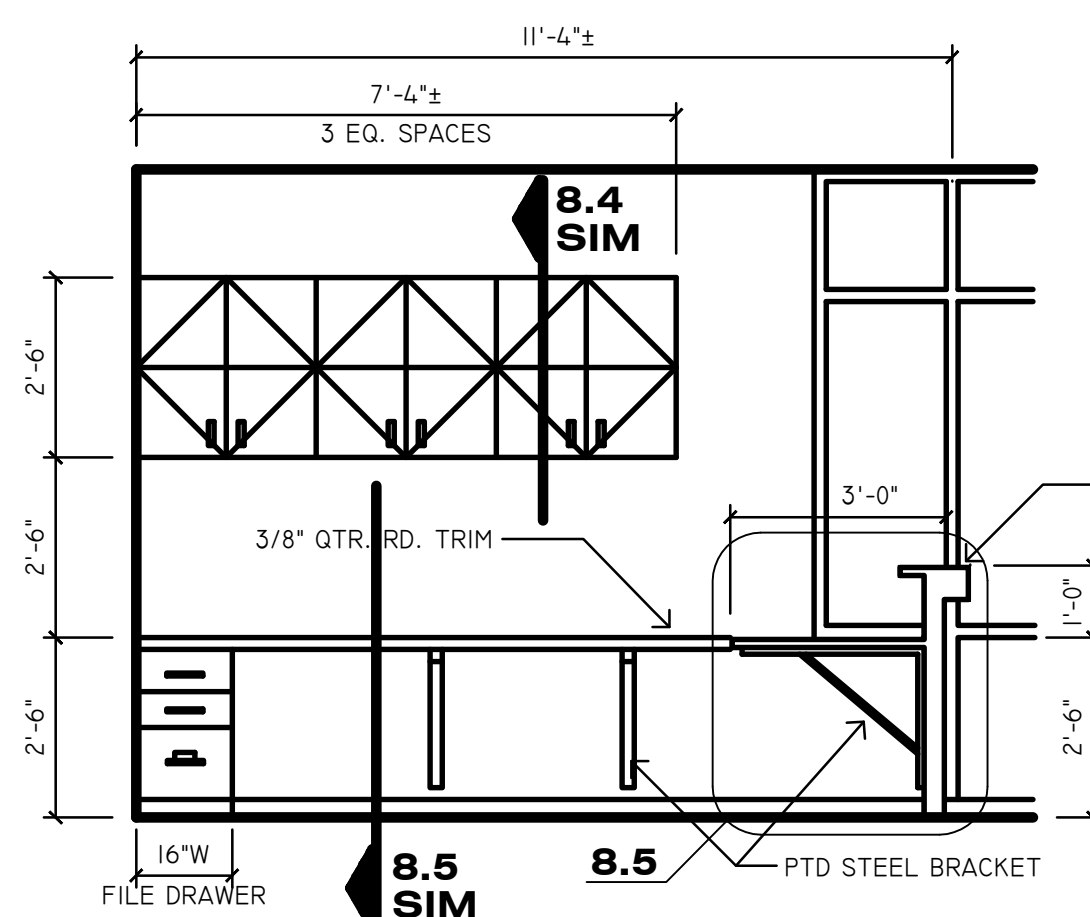
FILES 158



WAITING 154

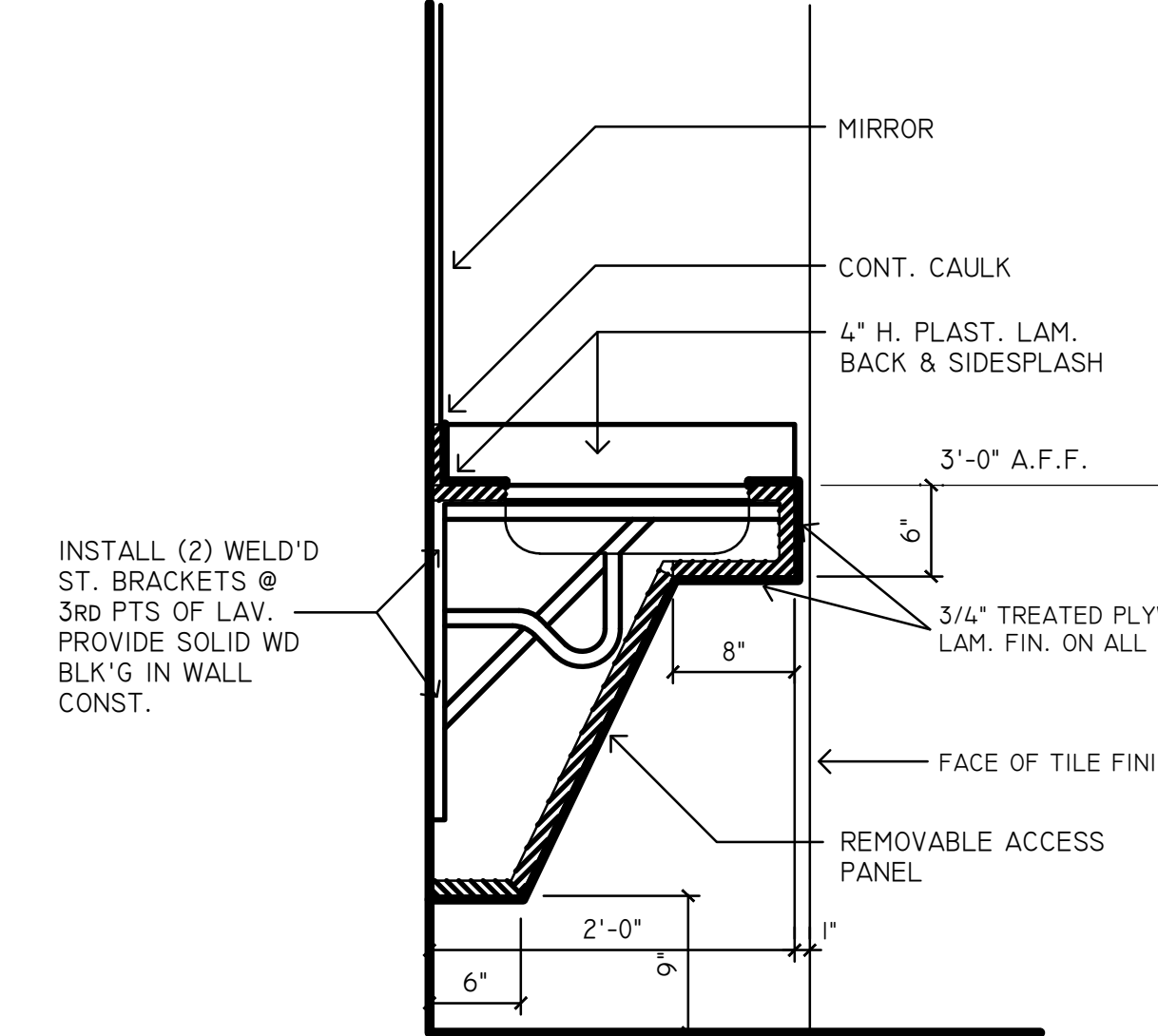


RECEPTION 155



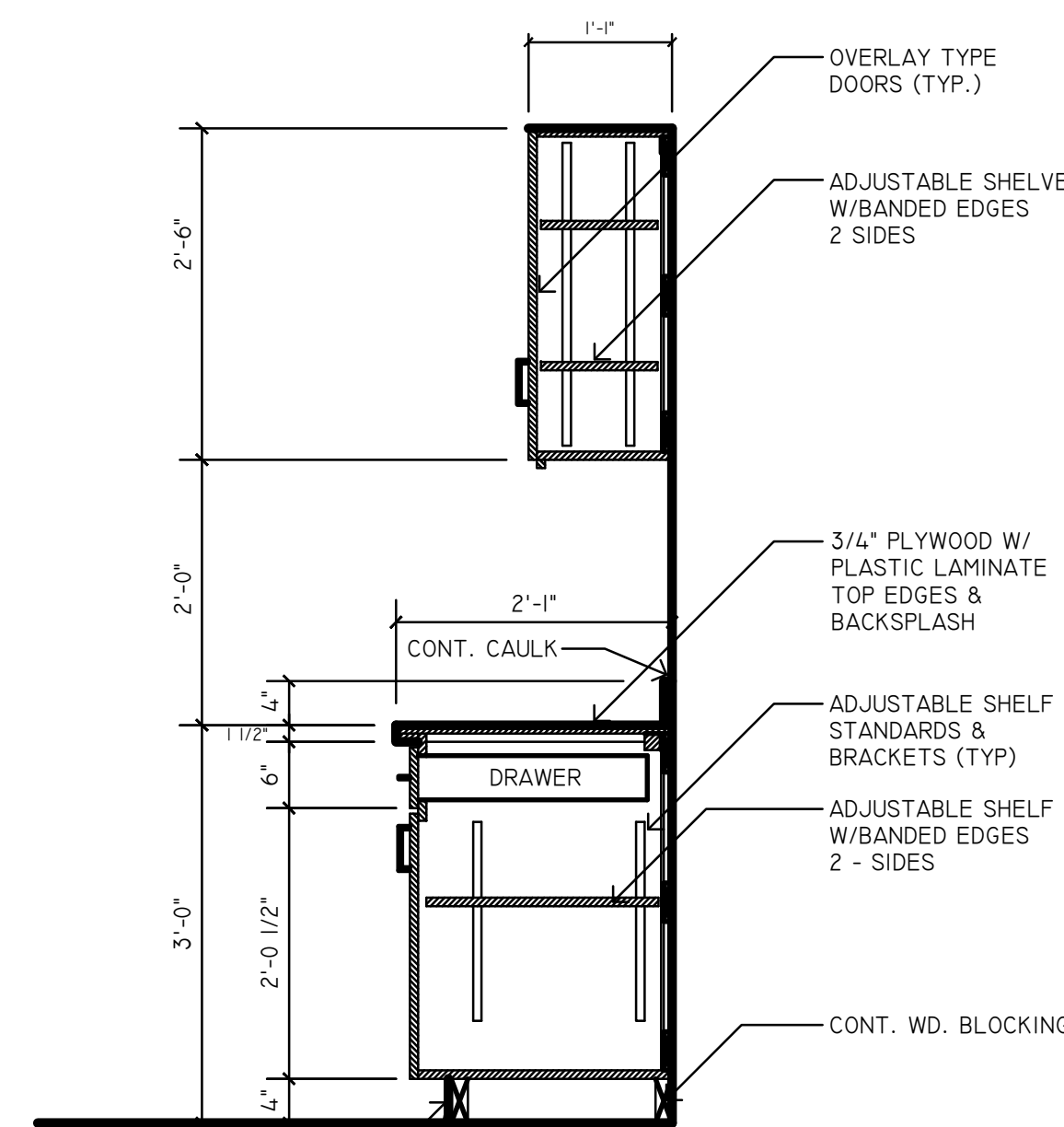
## INTERIOR ELEVATIONS

SCALE: 3/8" = 1'-0"



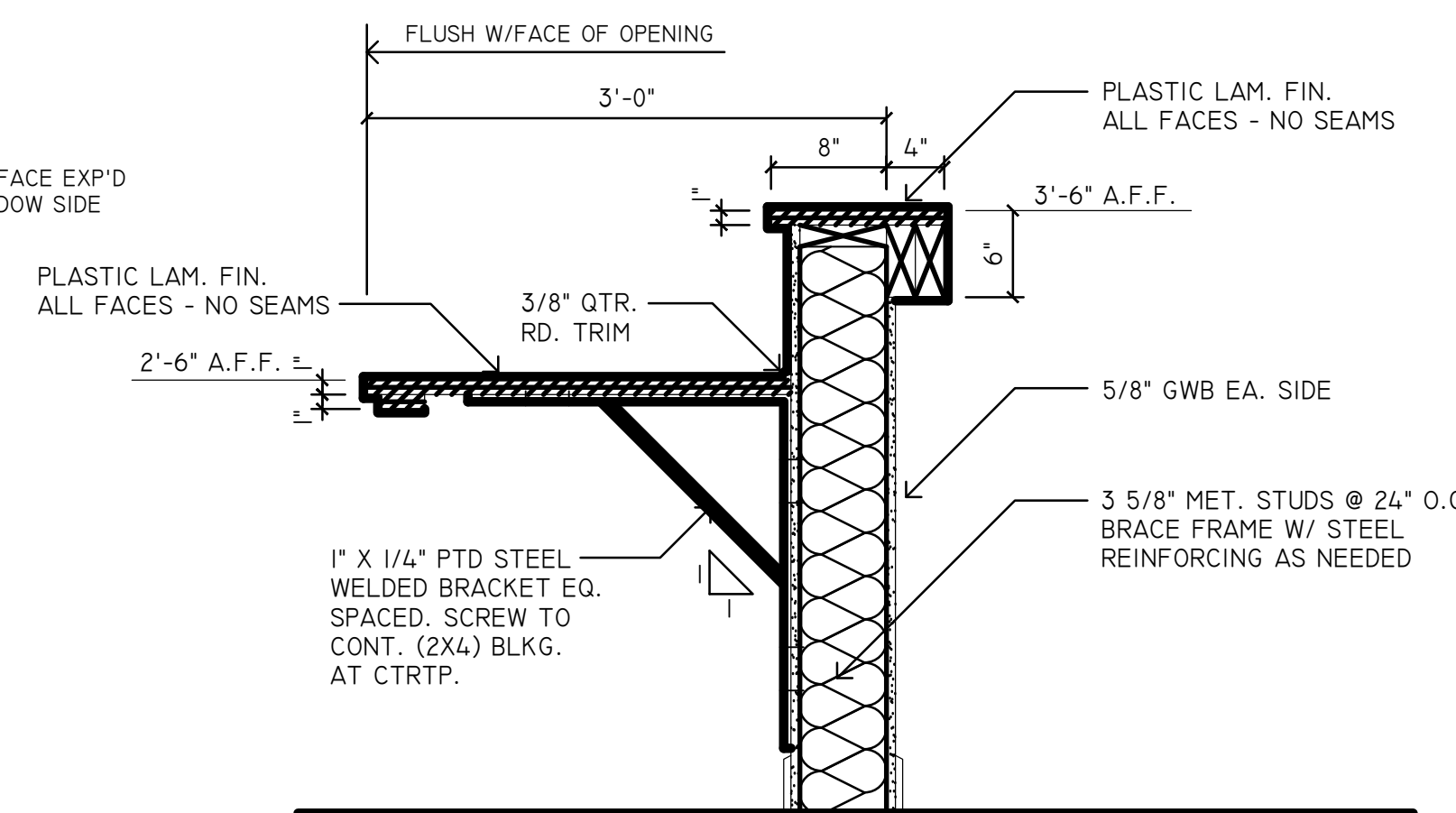
## 8.3 SECT. @ WOMENS LAV.

SCALE: 1" = 1'-0"



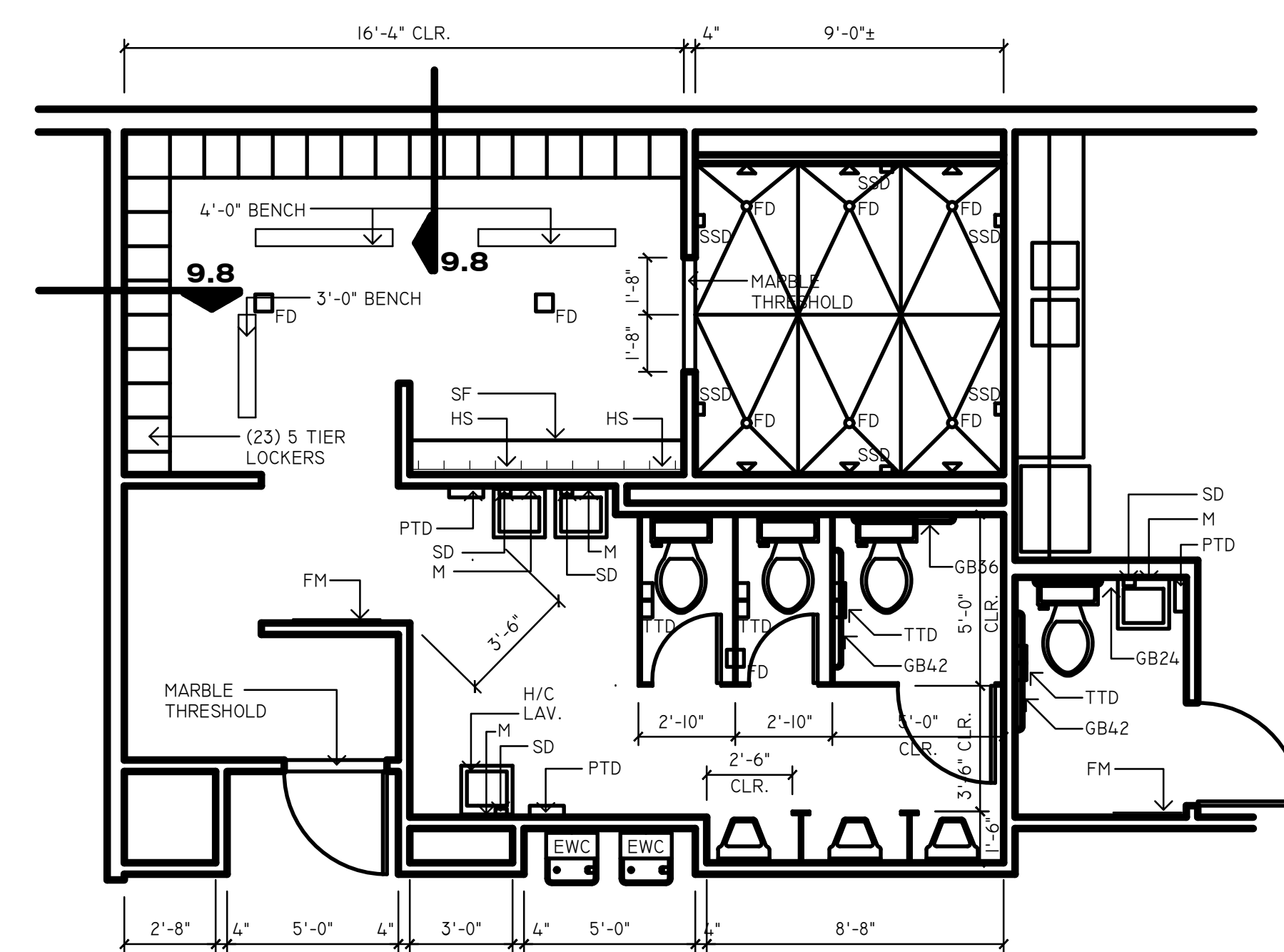
## 8.4 TYP CABINET SECTION

SCALE: 3/4" = 1'-0"



## 8.5 SECTION THRU RECEPTION CTR

SCALE: 1" = 1'-0"

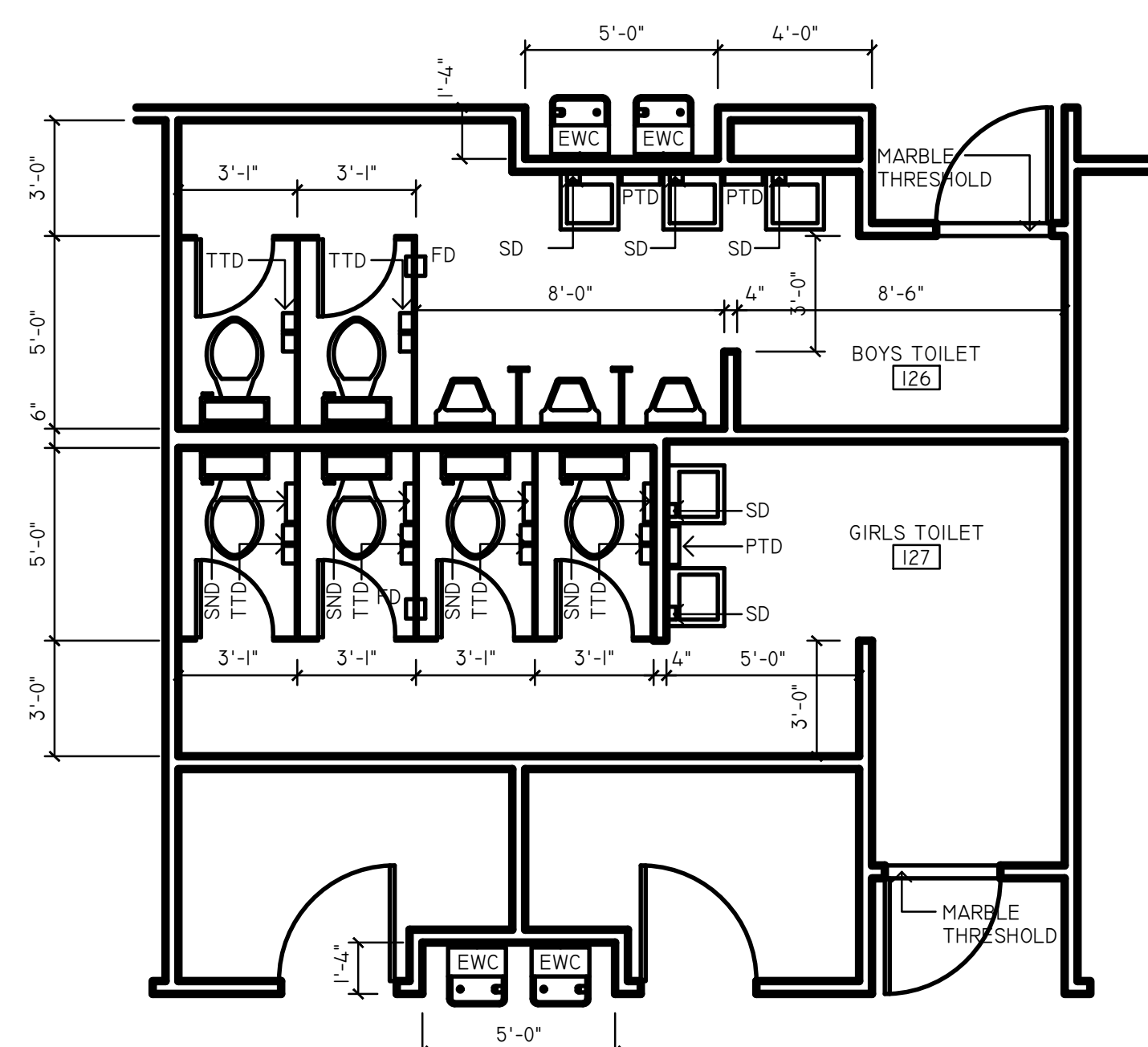


## 8.1 ENLARGED MEN & WOMEN TOILET PLAN

SCALE: 1/4" = 1'-0"  
NOTE: FD DENOTES FLOOR DRAIN

MARK	DESCRIPTION	ITEM#	MOUNT HEIGHT
TTD	TOILET TISSUE DISPENSER	B-273	1'-7" TO 6"
PTD	PAPER TOWEL DISPENSER	B-262	68" MAX TO SLOT
SND	SANITARY NAPKIN DISPOSAL	B-270	12" A.F.F. TO BTM.
M	24X36 MIRROR	B-290	42" A.F.F.
SD	SOAP DISPENSER	B-2112	40" A.F.F.
GB36	36" GRAB BAR / 1 1/2"	B-6206	34" A.F.F.
GB42	42" GRAB BAR / 1 1/2"	B-6206	34" A.F.F.
SSD	SHOWER SOAP DISPENSER	B-40	48" A.F.F.
HS	HOOK STRIP	B-232X48	48" A.F.F.
SF	FULL LENGTH SHELF	B-298	50" A.F.F.
FM	FULL LENGTH MIRROR	B-165 24x60	BOTH 18" A.F.F.
MS	MOP STRIP & SHELF	B-239X34	72" A.F.F.
FWM	FULL WIDTH MIRROR	B-290	BOTH 40" A.F.F.
RH	ROBE HOOK	B-672	72" A.F.F.

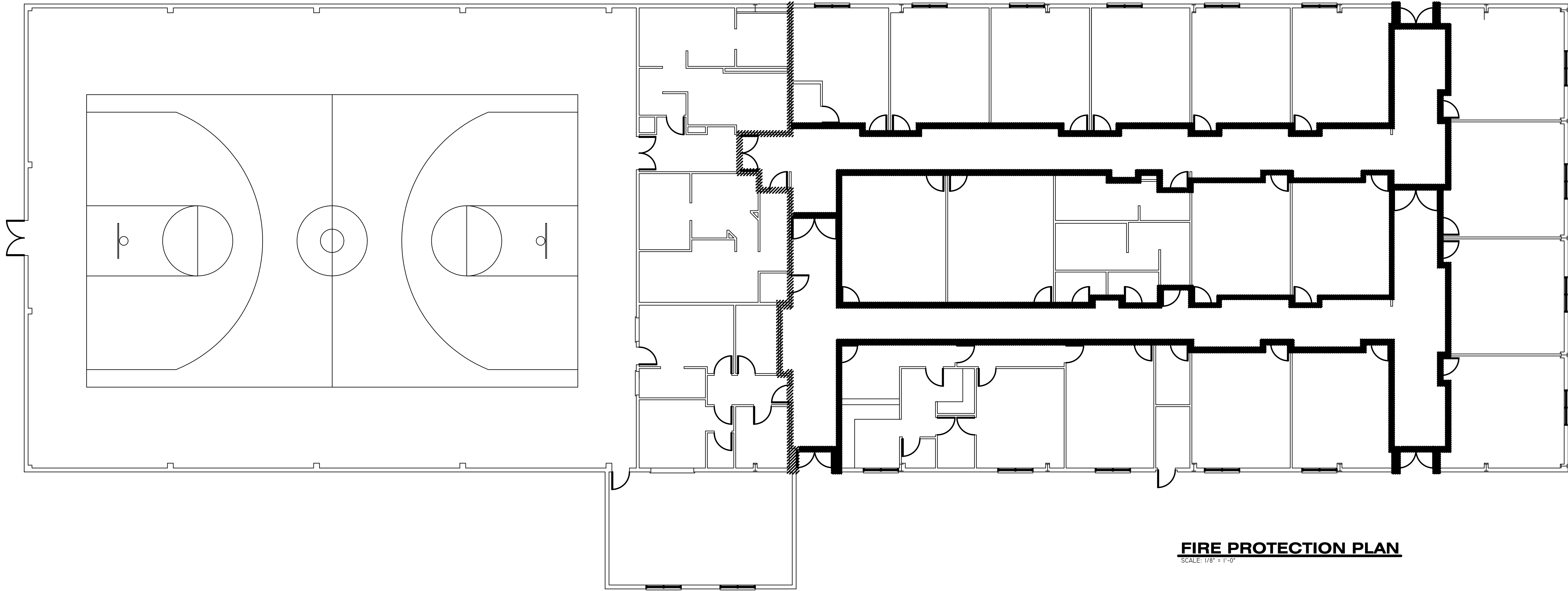
MODEL (ITEM) NUMBERS REFERENCED BY BOBRICK OR APPROVED EQUAL



## 8.2 ENLARGED BOYS & GIRLS TOILET PLAN

SCALE: 1/4" = 1'-0"  
NOTE: FD DENOTES FLOOR DRAIN





**FIRE PROTECTION PLAN**

SCALE: 1/8" = 1'-0"

**LEGEND**

- NON RATED WALL
- 1 HR. U.L.DES U-465
- 2 HR. U.L.DES U611



# NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

Maurice "Mo" Green, Superintendent of Public Instruction

www.dpi.nc.gov

## 2025 Charter Application Fee Payment Form

\*\*\*Form must accompany payment (certified check or money order) for processing.

(Please Type or Print Legibly)

Name:

Dr. Sherria Grubbs

Phone:

(919) 819-3435

Name of Charter School:

Focus Academy Charter School

E-mail:

dsherria@hotmail.com

### General Information

### Non-Refundable Application Fee: \$1,000.00

**Acceleration/Fast Track /Traditional Timeline Applicants: The Office of Charter Schools must receive your application fee and fee payment form no later than 5:00 pm. (EDT) April 25, 2025.**

### Payment Information

- Mail in Application Fee Payment Form with Certified Check or Money Order
- Facsimiles will NOT be accepted
- One registration form and fee per charter school

Payable To:

**NC DPI**

**Office of Charter Schools**

6307 Mail Service Center

Raleigh, NC 27699-6307

**NOTE: Applications submitted without the non-refundable fee, result in fee being declined by the bank as insufficient funds, or submitted after 5:00 pm EDT on the appropriate deadline, will be deemed incomplete.**

### FOR DPI USE ONLY

**Budget Code: 201908 45100047 08A0000 0821345 2000**

### OFFICE OF CHARTER SCHOOLS

Ashley Baquero, Director of the Office of Charter Schools | ashley.baquero@dpi.nc.gov  
6307 Mail Service Center, Raleigh, North Carolina 27699-6307 | (984) 236-2708

TRUIST 

Official Check

5304614279

Purchaser FOCUS ACADEMY CHARTER SCHOOL IN

Date April 04, 2025

Cost Center 6013036

Pay ONE THOUSAND DOLLARS and 00 CENTS

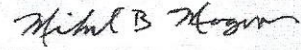
\$1000.00

To the Order of NC DPI OFFICE OF CHARTER SCHOOLS

Truist Bank is an Authorized Agent

Memo APPLICATION FEE

Truist Bank



Authorized Signature

Payable at Truist Bank

⑈ 5304614279 ⑈

⑆051402369⑆

1340007622197⑈



## Signature Page

The foregoing application is submitted on behalf of **Focus 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 upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Sherria L. Grubbs

Board Position: Chairperson

Signature: Sherria L. Grubbs

Date: 4-4-2025

Sworn to and subscribed before me this 4th day of April, 2025.

Notary Public: Crystal Sykes

My commission expires: June 28, 2028.

Official Seal

