

2023 NC CHARTER APPLICATION



NC Public Charters

Organization Information

Organization Name *

Movement School University City

Telephone

Fax

Address

Unit/Suite

Zip Code

City

State





Primary Contact Name *

Tim Hurley

Opening Year *

2025

Is Management Organization Used

Yes No

Primary Contact Relation To Board *

Board Chair

Management Organization Name

Board Members Roster *

Management Organization Contact Name

Primary Contact Email *

tim.hurley@movementfoundation.org

Management Organization Phone

Primary Contact Phone *

7042455914

Management Organization Email

PrimaryContact Address *

5901 Grosner Pl

Unit/Suite *

Zip Code *

28211

City *

Charlotte

State *

North Carolina



1. Application Contact Information

Q1. Name of Proposed Charter School

Movement School University City

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

704-245-5914

Q3. Geographic County in which charter school will reside

Mecklenburg County

Q4. LEA/District Name

Charlotte-Mecklenburg Schools

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

28405

Q6. Was this application prepared with the assistance of a third party such as a consultant or [Charter Support Organization \(CSO\)](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlslsh9el7BC8rRkMVLthGg%3d%3d&ptid=amlgTZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NlZPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0) (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlslsh9el7BC8rRkMVLthGg%3d%3d&ptid=amlgTZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NlZPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0>)?

- Yes
- No

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

Sarah Kay Mooney



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

\$2000

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:

The third-party consultant assisted with research, drafting, and editing this application.

Q10. Projected School Opening Month

August 2025

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

- Yes (Year-Round)
- No

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

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

Resources

Enrollment Summar...

Applicant Evidence :

Q12.EnrollmentSum...

Uploaded on **4/27/2023**
by **Tim Hurley**



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

At full capacity, Movement School University City will be 582 students, grades Kindergarten through 5th grade. The school will reach full capacity in its 6th year of operation.

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

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

Resources

Enrollment Demogra...

Applicant Evidence :

University City.Enroll...

Uploaded on **4/27/2023**
by **Tim Hurley**

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.

We will open our school with 120 students in grades K-1 and then grow one grade per year. This pacing allows us to address academic gaps early, build a strong school culture, maintain manageable hiring and enrollment goals, and ease the challenge of opening a new school.

We will have 120 students in K and 30 students in 1st grade. We arrived at this enrollment target by comparing the size and demographics of our target enrollment area to our existing Movement Schools. The demographics of our targeted enrollment area compare favorably to our existing Movement Schools, and we are confident we will reach our enrollment target as we have at our other schools.

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)

Parts of the Application have been copied and modified from other Movement School applications, which have all been produced by the Movement School Board.



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 State Board of Education.

Movement Charter School

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

- Yes
- No

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



Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 10

Applicant Evidence :


Q22.Federal Docum...

Uploaded on **4/27/2023**
by **Tim Hurley**

Q23. Name of Registered Agent and Address

- As listed with the NC Secretary of State

Casey Crawford

11405 N. Community House Rd

Charlotte, NC 28277

Q24. Federal Tax ID

47-5153366



3. Acceleration

Per NC Administrative Code 16 NCAC 06G .0509 (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUIKiR2jsXcslsh28JpBkiw==&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.

Q25. 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



4. Conversion

Q39. Is this application a Conversion from a traditional public school or private school?

- Yes
- No



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.

Q56. Do you want this application to be considered for standard or fast-track replication?

- Standard
- Fast-Track



No, this is not a replication



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>)).

Q67. Do you want your application to be considered for an Alternative Charter School?

- Yes
- No



7. EMO/CMO

Q69. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization?”

- Yes
- No



8. Mission Purposes, and Goals

8.1. Mission and Vision

The mission and vision statements, taken together, should:

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

Q84. 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.

Movement School University City exists to love and value scholars by leading a movement of change in education through academic excellence, character development, and preparation for success in life.

Q85. 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.



Movement School University City will excel at educating students from low-income backgrounds. We will provide a world-class educational experience that is accessible to all students. We will build a school where students, teachers, and families thrive.

We do this by recruiting and retaining exceptional educators, providing a world-class curriculum, committing to data-driven and culturally responsive instruction, using small-groups and personalized instruction to help students grow at their best pace, equipping students with socio-emotional support and character development, and providing extended instructional hours and tutoring. Movement School University City is dedicated to the academic success of its students and committed to building a positive and inclusive environment that extends beyond the classroom walls. Our school will be accessible for families and community events after-hours and on weekends to create a thriving school and community.

Q86. Educational Need and Targeted Student Population of the Proposed Charter School Provide a description of the Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district? See G.S. 115C-218.45(e) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).



Targeted Population: Socioeconomics

Movement School University City seeks to provide exceptional educational opportunities for economically disadvantaged students living in Charlotte. With that, the median household income for our school community is significantly lower than the overall county average.

According to an April 2023 Costar Demographic report, the median household income for our target neighborhood is \$37,693—just slightly more than half of the county's average of \$73,124.

We predict that 75% to 90% of our students will qualify for free and reduced lunch, which is notably higher than our LEA. Charlotte-Mecklenburg Schools reported 38.75% of students coming from low socioeconomic backgrounds in their 2022-2023 School SES Distribution Report.

Racial and Ethnic Composition

Located in northeast Charlotte, our school site is situated among communities with a higher percentage of Black and Hispanic and Latino residents than Mecklenburg County as a whole. Our school will reflect the surrounding neighborhoods. With that, we expect to have higher percentages of Black and Hispanic and Latino students than our LEA.

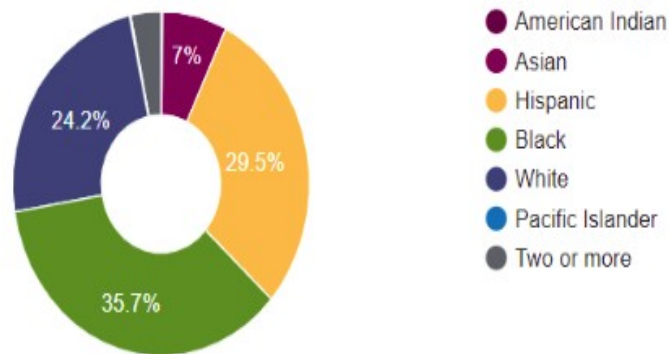
The table below provides an overview of the current racial and ethnic demographics for Charlotte-Mecklenburg Schools as a whole compared to the current racial and ethnic demographics for the five Elementary Schools located within a four-mile radius of Movement School University City (all of which comprise Charlotte Mecklenburg Schools' Northeast District 3 Learning Community).



Student Racial and Ethnic Composition		
	Charlotte-Mecklenburg School System	Movement School University City: Average Demographics among Elementary Schools within a Four-Mile Radius*
American Indian	<1%	<1%
Multiracial	3.3%	2.8%
Asian	7%	3.6%
Hispanic Origin	29.5%	38.7%
Black	35.7%	52%
White	24.2%	2.8%
Source:	"Charlotte-Mecklenburg Schools: Enrollment," EdNC	NC Department of Public Instruction: Public Schools Statistical Profile *Stoney Creek, University Meadows, Newell, Hidden Valley, Governor's Village STEM (lower), which together all comprise CMS's Northeast District 3 Learning Community

Charlotte-Mecklenburg Schools: Student Racial and Ethnic Composition

ENROLLMENT, 2022-23



Total pupils in membership: 141,217

Source: <https://www.ednc.org/district/charlotte-mecklenburg>

Predicted SWD / ELL Populations

We expect that Movement School University City will have a higher percentage of students with disabilities and EL/ML students than our LEA, which is 10% and 19%, respectively. We expect roughly 15% of students to have disabilities and 24% of students to be Multilingual Learners based on the composition of our sister schools and surrounding schools.



Q87. 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?



Academic Performance Trends in Surrounding Schools

Movement School University City's primary aim is to help students from low-income backgrounds thrive academically. We have strategically selected our proposed location based on its proximity to and ease of access for low-income families who might benefit from having expanded education options.

Academic performance results for the traditional public schools within a four-mile radius of our school site collectively reveal gaps among low-income student populations. For instance, the average third-grade proficiency rate (Level 3 or above score for combined ELA and Math) for economically disadvantaged students in the five traditional public schools within a four-mile radius of our enrollment area is 28.5%. Proficiency rates range from 16% to 34.6%, indicating that there are low-income students in the community who may benefit from access to additional educational opportunities.

Movement Schools have demonstrated success in this area. Our original Movement School, Freedom Elementary in Charlotte, is out-performing the schools in this area, maintaining a proficiency average of 43.5% among economically disadvantaged students for combined third-grade tests for that same school year. Movement School University City would implement the same pressure-tested, high-quality instructional model that yielded these strong results at our sister schools in Charlotte.

Schools in Target Enrollment Area Percent of Economically Disadvantaged Grade 3 Students Scoring Proficient (Level 3 and Above)	
School	% Proficient, Econ. Disadvantaged Students (Combined Math & ELA)
Stoney Creek	29
Hidden Valley	34.6
Governor's Village STEM (lower)	32.7
Newell	16.1
University Meadows	30.1
Movement Freedom Elem.	43.5

Data Source: Combined Test Results, NC DPI, 2021-2022 School Year

*Located within four miles of the proposed Movement University City site

Movement University City would use a curriculum specifically designed to help students who may be coming in below grade level catch up and excel. Our educational model reflects best practices when



working with low-income students as seen in other successful schools in Metro Atlanta, New York City, and Charlotte. Our approach has yielded successful academic results in both reading and math among students at our flagship elementary school in Charlotte. Since 2018, Movement School Freedom's Black students—who comprise 91% of the overall current student body—have outperformed state averages for that same student group across disciplines. Movement University City will adopt the proven, effective educational approach from our Charlotte sister school to set students up for academic success.

Key elements of our model that meet the needs of our students include:

Accessibility: We would be one of only a handful of charter operators in Mecklenburg County who both provide transportation and participate in the USDA lunch program.

Instructional Time: We offer a modified year-round schedule and additional instructional hours to mitigate learning loss and help students who have fallen behind academically catch up on learning.

Built-In Tutoring: We have free, extended-day tutoring led by certified teachers built into our standard schedule. Students will engage in 8-week intensive tutoring commitments to help them catch up and excel.

Curriculum: Our curriculum consists exclusively of content that has proven to be highly successful in helping students from low-income backgrounds grow and excel academically.

Classroom Structure: Our small student-teacher ratio and flexible groupings provide targeted instruction to a broad spectrum of abilities and help students achieve critical academic growth.

Expanding Access and Opportunities for a Growing Population

Movement University City would expand academic options for students in an area that has been experiencing notable population growth in recent years. A Costar Demographic report from April 2023 indicates a 40.5% population increase within a three-mile radius of our proposed school site from 2010-2022, with a projected additional 11.5% growth over the course of the next five years. Movement School University City would provide families with an additional high-quality schooling option in this rapidly growing area in Charlotte.

Increased Options for Economically Disadvantaged Students

On average, charter schools in North Carolina serve a smaller percentage of economically disadvantaged students compared to traditional district schools. According to the 2021 Annual Charter Schools Report, roughly 23% of students enrolled in North Carolina charter schools for the 2021-2022 school year were economically disadvantaged students, versus 38% of the student population of traditional district schools. Economically disadvantaged students attending traditional public elementary schools in the enrollment area of our proposed site face notably low proficiency



rates, indicating that there is a high need for additional high-quality schooling options for low-income families in the community we are seeking to serve.

Movement University City's mission is to recruit, enroll, and serve students coming from economically disadvantaged backgrounds in pursuit of educational equity. The school's targeted geographic location, transportation options to students within a 3-5 mile radius, and provision of free breakfast and lunch would eliminate key access barriers for socioeconomically disadvantaged students, enabling them to explore expanded educational opportunities outside of traditional LEAs. Movement University City would help close the charter enrollment gap that currently exists between economically disadvantaged students and their wealthier peers in North Carolina.

Q88. 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).

Movement School University City will open with 120 students in grades K-1. This represents an estimation of less than 1% of the LEA's K-1 ADM. Enrollment would grow over the next four years, adding one grade per year up to a total enrollment of each year to reach a total enrollment of 582 students in grades K-5 which would represent an estimation of less than 1% of the LEA's total enrollment in these grades.

Q89. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?



The following factors make our school a unique and valuable contribution to educational choice in Charlotte:

Mission: We exist to help students from low-income backgrounds excel. This focus informs all parts of our curriculum and structure.

Proximity: We are located within one of our state's largest and fastest-growing communities of students from low-income backgrounds. We are excited to help this community thrive.

Instructional Time: We offer a modified year-round schedule and additional instructional hours to mitigate learning loss and help students catch up academically.

Built-In Tutoring: We have free, extended-day tutoring led by certified teachers built into our standard schedule. Students will engage in 8-week intensive tutoring commitments to help them catch up and excel.

Pre-K: We are one of the only charter operators in Mecklenburg County who will be offering free and subsidized on-site Pre-K. This will be a huge convenience for our families and help students in the community get a strong academic start.

Curriculum: Our curriculum consists exclusively of content that has proven to be highly successful in helping students from low-income backgrounds grow and excel academically.

Community Partnership: Our building is a shared asset to the entire community. We open our facilities on nights and weekends to local individuals and organizations who are investing in the community.

Collaboration with Traditional Schools and Other Education Partners: Our existing Movement Schools have strategically built strong partnerships with the local traditional schools and nearby education organizations, joining in staff development and various family engagement events with them. We will seek similar partnerships for Movement School University City. This collaboration empowers both institutions to more effectively meet the needs of their families and serves as an example of the possibilities for successful partnerships between traditional public schools and public charter schools and other non-profit education organizations.

Q90. 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



Relationships

We have spent six years building relationships throughout the greater Charlotte community. As we have grown, our original Movement School has more than doubled in size, expanding from a school of 300 to a school of 600-plus with a 400-student waitlist.

In addition to building relationships with families in northeast Charlotte, we have built an extensive network of community partnerships. A few of the groups with whom we have partnered and hosted at our school include:

- Charlotte Thinktank
- Urban Promise
- Charlotte Young Moms
- Rally Charlotte
- Ophelia Garmon Brown Center
- Ashley Park Elementary School
- West Charlotte Presbyterian Church
- Greater Enrichment Program
- Charlotte Young Life
- City of Charlotte Job Fair
- The Harvest Center
- Her B.O.O.T.S. Homeless to Housing Resource Fair
- Profound Gentlemen
- C4 Counseling
- Forest Hill Church
- READY Church

From consulting, to family resource collection and distribution, to volunteer support, to programmatic partnership, to marketing assistance and more, these organizations have provided valuable support for Movement Schools through the years. We look forward to continuing to foster our relationships with them as we seek to serve students and families at Movement School West Charlotte.

We are also interested in exploring partnerships with non-profit organizations in the University City area, such as the Keith Family YMCA, the Camino Health Center, the University City public library branch, and the Center for Community Transitions, to name a few. These organizations work to ensure marginalized children have access to high-quality resources and programs, including academics, health care, literacy, nutrition, and social services work. As mission-aligned groups, we believe that we can connect with these entities and their families to continue to spread awareness of Movement School University City.

Demographic Data



Comparing demographic data for the Movement School University City community with the community of our existing Charlotte-area Movement Schools indicates that the Movement School University City community is well-suited to support the enrollment targets and mission of the school. The Movement School University City community has similar income levels to our existing schools and a rapidly growing percentage of children under nine years old. We have been successfully hitting our enrollment targets at our existing schools, and we are confident we can do the same at Movement School University City.

Assessing Demand

Our mission is to provide low-income families and communities with a world-class education; the demographic data confirms that our proposed site would be the ideal area to launch Movement School University City in service of that mission.

As illustrated by the map below, the communities surrounding the school site have high concentrations of poverty. This particular area would benefit from increased access to high-quality education options, long-term support with affordable housing options, and a network of partners with which Movement School University City can uniquely provide families within this community.



Movement School University City Zone: Poverty Map

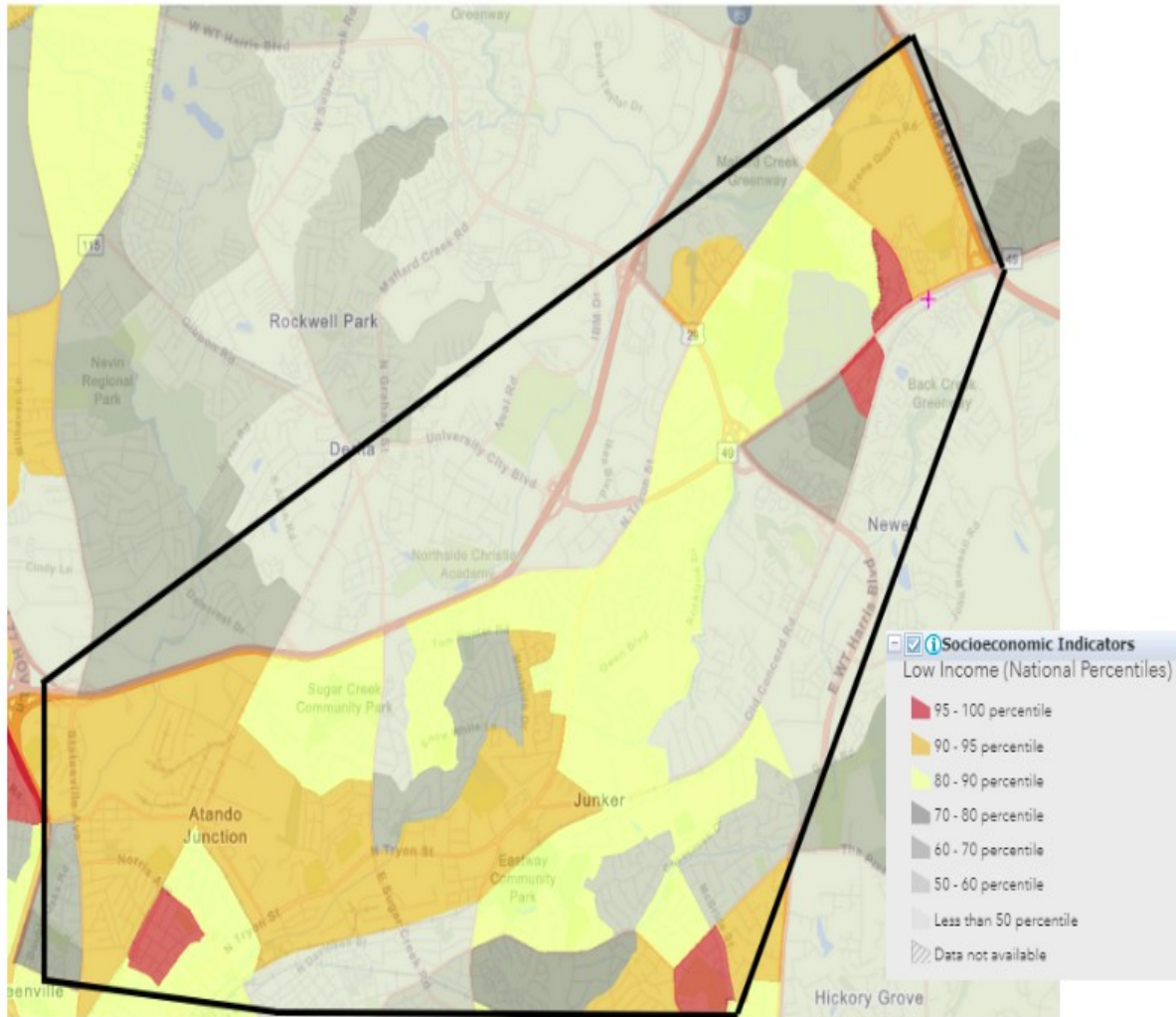


Image Source: EPA's Environmental Justice Screening and Mapping Tool (Version 2.1)

Movement School University City: Transportation Zone

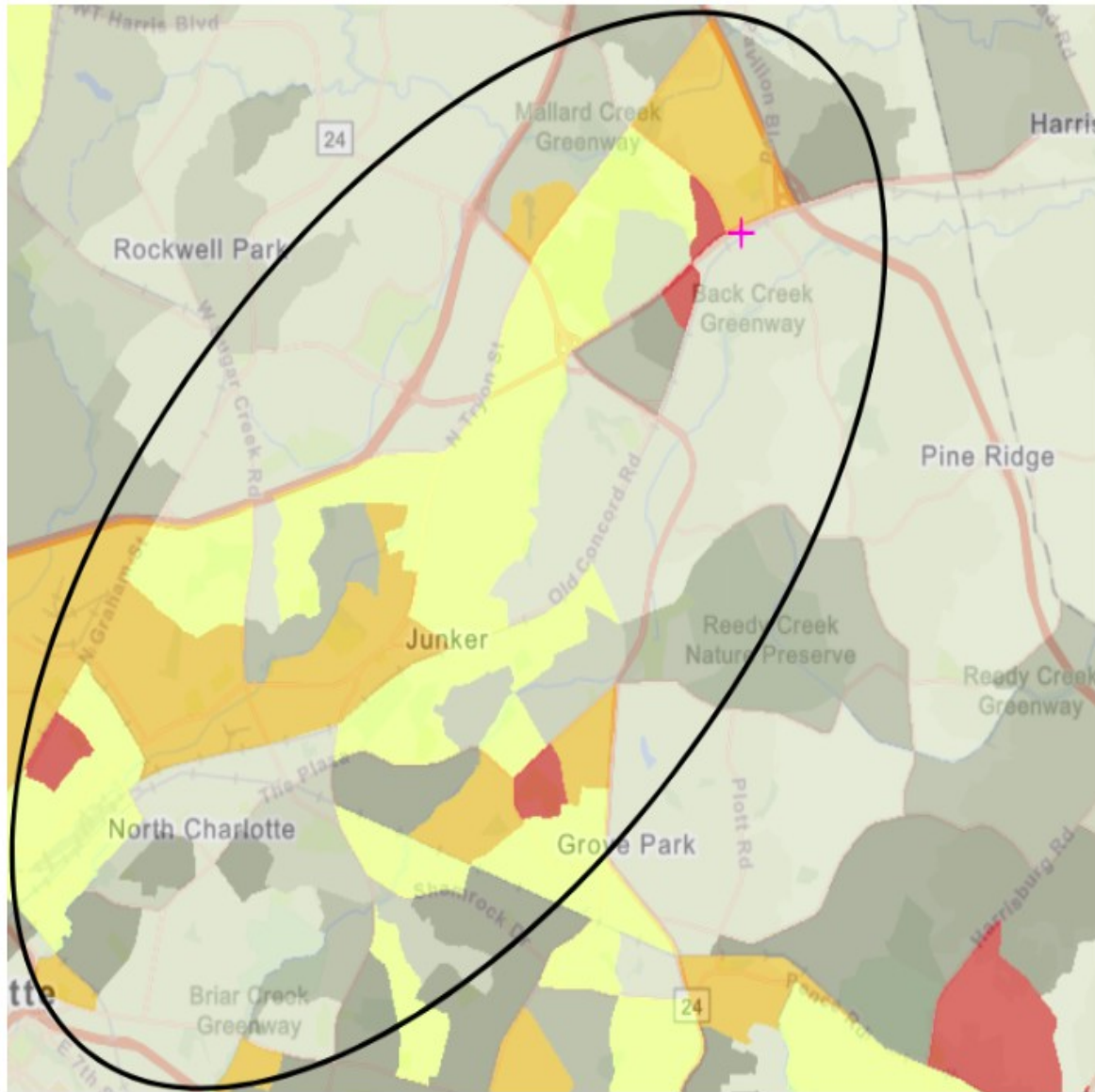


Image Source: EPA's Environmental Justice Screening and Mapping Tool (Version 2.1)

Q91. Attach Appendix A: Evidence of Community/Parent Support.

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



Upload Required File Type: pdf, image, excel, word, text Max File Size: 30


Total Files Count: 5

Applicant Comments :

Via in-person canvassing and circulation of an online support survey, Movement School gathered 46 signatures of support for opening Movement School University City.

- Of these respondents, 30 indicated that they would consider sending their children to Movement School University City, 1 indicated that they would not consider sending their children to Movement School University City, and 15 answered N/A (indicating they did not have school-age children).
- Of respondents with school-age children, over 96% indicated that they would consider sending their children to Movement School.

Applicant Evidence :


University City Supp...

Uploaded on **4/28/2023**
by **Tim Hurley**

8.2. Purposes of the Proposed Charter School



Q92. 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.

Q93. Provide a brief narrative to coincide with each applicable legislative purpose(s).



(1) Creating new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.

Movement School University City invests in students by investing in teachers. Through targeted instructional capacity-building programs, we seek to improve all aspects related to classroom management, instruction, and the overall student learning experience. We provide multiple opportunities for unique teacher development and teacher leadership described below. Additionally, see Appendix 2 (https://drive.google.com/file/d/1rGrA4wb93jDSfleHDFcgdExrUWG_GeOm/view?usp=share_link) for the annual scope and sequence for staff professional development.

Learning communities: Each teacher will be a part of a professional learning community. This community will be responsible for assisting or leading the school in the areas of curriculum development, student behavior interventions, lesson planning, student assessment, and teacher evaluation.

Internal development: Our teachers will have the opportunity to participate in professional development with our CEO, Kerri-Ann T. Thomas. Ms. Thomas is highly skilled in all areas of school leadership, including data-informed instruction, instructional planning, building a high-performing school culture, and culturally responsive instruction. Her expertise is such that she has served as a senior instructor with RELAY Graduate School of Education, training school leaders from among the highest-performing charter networks in the nation. Professional development will occur in grade-level cohorts and Ms. Thomas will build teacher capacity by improving instructional effectiveness and training them on data review protocols.

External development: Teachers will have the opportunity to participate in professional development with leading experts in evidence-based instruction such as RELAY Graduate School of Education and Achievement First School. Teachers will also engage in learning walks and professional rounds. School leaders will facilitate these learning communities and select national professional development partners.

Teacher Leadership: There are multiple leadership paths for teachers within Movement School University City and across the growing network of Movement Schools. These paths include Grade Level Chair, Instructional Coach, and Principal-in-Residence.

(2) Holding schools accountable for meeting measurable student achievement results:

In addition to adhering to all state and federally-mandated testing, we use multiple external and internal measures of student achievement. See Appendix 1 (https://drive.google.com/file/d/1I5cFrGTe7wpJ1xiBhyvK4Ya_U7adCH0c/view?usp=share_link): Assessment and Curriculum Matrix for an overview of all Movement School University City assessments.



External Measures: We will use the University of Chicago's STEP Tests to measure literacy in early elementary. In upper elementary, we will use MAP testing for ongoing assessments. We also embrace the existing NC Accountability Models and ensure efficient implementation at the school level.

Internal Accountability Measures: Formative assessments will be used to adjust instructional practices and create student interventions that meet each student's educational needs at the start of a unit. Interim assessments such as exit tickets will be used to monitor progress and adjust instruction throughout a unit. We will also give quarterly, summative interim assessments to measure and guide our instruction throughout the year.

(3) Providing parents and students with expanded choices in the types of educational opportunities as well as providing learning opportunities to at-risk and gifted students:

Movement School University City expands educational opportunities for students from low-income backgrounds in Charlotte. We do this in the following ways:

Access: Currently, fewer than half of all charter schools in Charlotte provide bus transportation for students and participate in the USDA lunch program. We are committed to removing any potential access barriers for students and would provide students with bus access, as well as breakfast and lunch each day.

Curricula: Each of our curricula is selected for its proven effectiveness at closing achievement gaps for students from low-income backgrounds. They are research-based with proven results in other districts with similar demographics to Movement University City.

Instructional Methods: The primary philosophy behind the educational model at Movement School University City is using research-based strategies proven effective at helping students from low-income backgrounds thrive academically. Our school model and instructional methods are drawn from the nation's most successful charter schools. Our teachers rely on data to drive instruction, using individual student results to tailor learning during the day, identify extended-day learning groups, pivot teaching using our coaching and feedback model, and monitor student growth across the year.

Extended Instructional Time: After-school small group tutoring is built into our instructional model. Results from ongoing assessments inform support beyond the instructional day during our extended day program. Extended Day is structured as 8-week rotating tutoring cycles designed to help address skills gaps for individual students. Tutoring is led by our teachers and offered for free with the ultimate aim of ensuring grade-level proficiency for all students.

Problem-Based Learning: Achievement First Humanities and Amplify Science are highly-rated interdisciplinary curricula reviewed by What Works Clearinghouse. These curricula provide



Movement School University City's students opportunities to synthesize state standards-aligned learnings to real-world, relevant contexts for more than 15 hours each week. Twice per day, students complete real-world projects such as writing letters to local representatives or studying the lifecycle of a frog. As students master content, they also develop higher-order critical thinking skills necessary for college and career readiness pathways.

Monthly Field Trips: In addition to problem-based work, Movement School University City provides monthly field trips aligned to the units within our problem-based studies. This means our students have monthly exposure to different colleges and careers as part of our problem-based design.

Social-Emotional Learning: We provide 100 minutes of social-emotional, character instruction per week. We provide specific character development lessons reinforced by our school virtues for students. Movement School University City seeks to equip students with the skills, resources, information, and habits necessary to thrive emotionally by developing strong character while healing from and overcoming adverse childhood experiences (ACES). We are partnering with C4 Counseling to provide trauma care and also utilizing Miss Kendra's Programs, a trauma-informed and SEL curriculum designed to actively address the impact of trauma and toxic stress on student engagement.

(4) Improving student learning:

Last school year, our original Movement School improved student learning by achieving student proficiency rates on third grade Reading and Math End of Grade Exams that were 30% higher than the elementary schools located within a two-mile radius of our target location. We believe Movement School University City's impact on student learning will be even greater given the additional improvements to our academic model and millions of additional dollars invested across the Movement Schools network.

Our school will use best-in-class curricula that have been proven to support educationally-disadvantaged students to achieve at significantly higher levels. We have carefully selected curricula that have a proven track record of success in supporting students performing below grade level to achieve at significantly higher levels. We have intentionally chosen curricula that cater to a broad range of student abilities, with a focus on establishing a strong foundation in literacy and accelerating growth. Some examples of these curricula are Closer Reading for Meaning, Success for All, Wilson Foundations, and Guided Reading.

(5) Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students:

Movement School University City provides exceptional learning opportunities for economically disadvantaged students through the following initiatives:



Extended learning schedule: Our academic calendar is a modified year-round calendar designed to provide students with additional instructional hours. We provide approximately 60 more hours of instruction than a traditional public school in order to improve student learning. Movement School University City will implement extended school days four days each week wherein students will receive 40 minutes of additional instructional time. This time will be teacher-led and implemented in 8-week cycles. Student attendees will be selected based on their performance on quarterly math and literacy interim assessments. With schools all over the country still recovering from pandemic-related student learning loss, extended day support is both timely and necessary, and we are dedicated to using this time to ensure students are either on or above grade level readiness in both literacy and mathematics.

Operating on an extended schedule allows teachers more opportunities to provide individualized support and deliver tailored instruction for at-risk and gifted students. Our summer schooling program is open to specific students based on their demonstrated academic needs. These schedule shifts will provide all students with increased learning opportunities.

Rigorous curricula: Our school is committed to providing the best education for students from all backgrounds, with a particular missional focus on supporting students coming from low-income backgrounds. We have carefully selected curricula proven to be effective in supporting economically and educationally disadvantaged students to achieve significantly higher levels of academic success. Research has shown that schools serving economically-disadvantaged communities tend to have a high number of students performing below grade level. Therefore, we have chosen curricula that cater to a broad range of student abilities, with a strong focus on establishing a solid foundation in literacy and accelerating growth— Closer Reading for Meaning, Success for All, Wilson Foundations, and Guided Reading, to name a few.

Data-driven instruction: Meeting the individual needs of students is central to Movement School University City's education model. In addition to data-driven differentiation within instruction, students will each have individual learning paths based on baseline assessments given during the first several weeks of school for both mathematics (NWEA MAP) and literacy (STEP). Small group differentiated instruction will be developed from this data and implemented by co-teachers in flexible groupings.

Movement School University City will also access the Movement School Network's database of formative assessments named "Network Quizzes." These assessments are administered bi-weekly, in between benchmark assessment cycles, to monitor students' progress as it pertains directly to NCSCOS proficiency. These assessments track mastery and depth of knowledge, as they include a variety of assessment types including multi-select, performance-based items, and oral responses. All of the aforementioned assessments are used as data points to both track students' growth and inform individualized instruction, with the ultimate goal of ensuring that teachers are delivering



meaningful, targeted instruction to accelerate students’ mastery.

(6) Encourage the use of different and innovative teaching methods:

Integrated After-School Tutoring: Our unique model provides for rotating, intensive 8-week after-school tutoring sessions to help close learning gaps early. This tutoring is led by Movement School teachers and offered free of charge to parents.




Onsite Pre-K: We are one of the only charter schools in Mecklenburg County to offer free, onsite pre-K for 4-year-old students. Pre-K instruction will be directly aligned with the school curriculum to help mitigate any learning gaps before students enroll in Kindergarten.

Curriculum: Movement Schools are among the first charter schools in Mecklenburg County to implement the Achievement First Math and Reading curricula. This is a multi-faceted resource developed by Success Academy Charter Schools in New York.

Hands-On / Real-World Learning Opportunities: Our students will engage in problem-based learning through Achievement First Humanities and Amplify Science, which focus on real-world application. Students will also participate in monthly field trips to gain exposure to different careers, contexts, and engaging learning opportunities that directly tie in with the problem-based units.

RELAY Graduate School of Education: Our teachers and school leaders will be coached by a senior-level RELAY GSE instructor. RELAY is one of the leading graduate schools in the nation for training teachers and school leaders to produce exceptional academic outcomes for students from low-income backgrounds.

Applicant Evidence :

		
Appendix 1 - Curricu...	Appendix 2 - Annual ...	Appendix 3 - Day in ...
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8.3. Goals for the Proposed Charter School

Q94. 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.



Movement School's goals for the first five years of operation are listed below. They will be tracked by the Principal and reported to the Board of Directors on a monthly and/or quarterly basis as appropriate. The school will also maintain a dashboard to track our metrics in real time.

These metrics include but are not limited to:

Academics:

- **Movement School University City will meet or exceed expected growth as determined by the North Carolina Accountability System for each year the school has state-tested assessments and growth scores.**
- 75% of Movement students, including those identified as EL and EC, will meet or exceed their growth targets in literacy and math as measured by STEP and MAP assessments.
- Movement School University City will outperform the North Carolina state and LEA averages on state EOG assessments
- Movement School University City will achieve the following results for the STEP, MAP, EOG, and IA exams:

K-2 STUDENT ACADEMIC PERFORMANCE GOALS			
BENCHMARK TEST	K	1st Grade	2nd Grade
	90% of students will score a STEP level 3 or higher (grade-level proficiency)	90% of students will score a STEP level 6 or higher (grade-level proficiency)	90% of students will score a STEP level 9 or higher (grade-level proficiency)
STEP (Literacy)	Advanced goal: 60% of students will score a STEP level 6 or higher	Advanced goal: 60% of students will score a STEP level 9 or higher	Advanced goal: 60% of students will score a STEP level 12 or higher



MAP (Math)	75% of students will score in the 75th percentile	75% of students will score in the 75th percentile	75% of students will score in the 75th percentile
	Advanced goal: 30% of students will score in the 90th percentile	Advanced goal: 30% of students will score in the 90th percentile	Advanced goal: 30% of students will score in the 90th percentile
3-5 STUDENT ACADEMIC PERFORMANCE GOALS			
BENCHMARK TEST	3rd Grade	4th Grade	5th Grade
IA Reading	70% of students proficient in reading	70% of students proficient in reading	70% of students proficient in reading
IA Math	75% of students proficient in math	75% of students proficient in math	75% of students proficient in math
ELA EOG	70% of students will score 3 or above	70% of students will score 3 or above	70% of students will score 3 or above
Math EOG	75% of students will score 3 or above	75% of students will score 3 or above	75% of students will score 3 or above

Finance:

- Fund operations from state, federal, and locally allocated dollars, without needing philanthropic support to sustain operations.
- Meet budget goals set at the beginning of each year.
- Build to a three-month operating reserve by year 5.
- Successful annual audits with no findings.

Governance:



- 100% of the board to attend meetings and committee participation as established in the board's individual goal-setting.
- Efficiently and faithfully comply with all federal, state and local regulations.
- Provide exceptional strategic guidance and support for school leaders.

Operations:

- Parent and teacher ratings of a clean and safe school environment.
- Health department rating for cafeteria: The goal is to be an A before the beginning of year 1 and to maintain that rating throughout the life of the school.
- Stakeholders' ratings of facility, food service and transportation: The goal is for annual survey results to represent 85% satisfaction.

Student Behavior:

- Student attendance rates: The goal is an average of 90% or higher for all students
- Student behavioral referral rates: Years 1 & 2 are baseline years and by year 3 we want to reduce referrals by a minimum of 5% per year.
- Student suspension rates: Years 1 & 2 are baseline years and by year 3 we want to reduce suspensions by a minimum of 5% per year.

Teacher Satisfaction

- Teacher satisfaction ratings (via teacher survey tool) as measured by the North Carolina Teacher Working Conditions Survey: The goal is to meet or exceed state averages.
- Annual teacher retention rates: Maintain teacher retention rates of 85% or better for high-performing teachers.

Parent Engagement

- Number of regular parent contacts: The goal is to have 95% of parents have at least two direct contacts throughout the school year.
- Parent satisfaction ratings (via parent survey tool): The goal of Movement School is to have an 85% parent satisfaction rating as measured by the survey.

Q95. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?



Everything our board members do should flow out of our mission statement, and all activities should be viewed from this lens. The Principal and school staff will provide monthly progress updates at each board meeting. Board meetings focus on the areas of (1) Academic Achievement (2) School Culture (3) Finance and (4) Operations.

The Principal and school staff will also maintain dashboards to track changes in our key metrics over time (e.g. student achievement, budget tracking, number of applications). When negative trends are detected, the Principal will work with school staff, Board Members, and outside consultants as needed to identify specific causes of the trends and develop the appropriate strategies to change these outcomes. When bright spots are revealed, the staff will work to identify and replicate those successes.

In addition to monthly updates, school leaders will engage in an annual performance review to assess strengths and weaknesses in our school model and to adjust strategy for the upcoming year. From this review, leaders will implement strategic changes and continue to assess metrics in order to determine the efficacy of the implemented strategies. In this way, the governing board will assess and ensure progress toward the stated mission by implementing a continuous improvement process.



9. Educational Plan

9.1. Instructional Program

Q96. 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



The primary philosophy behind the choice of instructional methods at Movement School University City is the use of research-based strategies that have proven to effectively help students from low-income backgrounds thrive academically. The model aligns to cognitive process theory that focuses on how students acquire, store, organize, retrieve, and express information. Instruction is deliberate, intentional, systematic, and precise.

Major Instructional Methods

The Instructional Framework at Movement School University City is rooted in four instructional models: *Get Better Faster* (Paul Bambrick-Santoyo), *Culturally Responsive Teaching and the Brain* (Zaretka Hammond), *Teach Like a Champion* (Doug Lemov), *The Framework for Teaching* (Danielson). These are also the core components of the highly successful RELAY Graduate School of Education approach to instruction. The Instructional Framework emphasizes frequent, deliberate practice and targeted feedback. Danielson's Framework for Teaching focuses on four key domains: planning and preparation, classroom environment, instruction, and reflection, record keeping, and professional development. Similarly, the *Get Better Faster* scope and sequence focuses on the same key domains and includes specific action steps for each. Together, these two frameworks provide guidelines for practice, instruction, coaching, and feedback. *Teach Like a Champion* provides additional actionable tools aligned with the above frameworks to help teachers improve their practice and help students on their path to career and college readiness. *Culturally Responsive Teaching* uses the latest findings in neuroscience and cognition to train teachers in high-leverage instructional strategies for culturally and linguistically diverse students.

Assessment Strategies

Data drives instruction at our schools. We are committed to creating a culture for data-driven instruction related to unpacking student assessment results. Assessments will be continuous and ongoing with the intention of accurately tracking students' achievement, progress, and rate of growth, and to help teachers target instruction based on individual students' current levels. Nationally-normed assessments will be given four times a year for both mathematics and literacy. These Interim Assessments (IA's) are aligned to national standards in both subjects, respectively. For mathematics, Movement School University City will utilize the NWEA MAP Growth assessment. For literacy, Movement School University City will utilize the STEP Assessment (Grades K-2) as well as Fountas & Pinnell's Benchmark Assessment System (Grades 3-5). All required state assessments will be administered, as well (i.e., BOG and EOG assessments).

In addition to the above benchmark and summative assessments, daily lessons include predetermined assessment prompts. These are questions and prompts used to check for understanding at strategic points in a lesson, as well as at the conclusion of each lesson in the form of exit tickets. These are designed to help a teacher ascertain if the students are getting the information or skills needed to be able to answer the lesson's essential question. Formal, unit-



specific assessments will include those included in the curricula as well as teacher-developed assessments. Additionally, Movement School Network Leaders have developed a set of assessments, deemed “Network Quizzes,” that will be administered bi-weekly, in between IA cycles, to assess students’ progress as it pertains directly to national subject-specific standards. All of the aforementioned assessments are used as data points to both track students’ growth and inform individualized instruction. Please see Appendix 1 for our assessment and curriculum matrix.

Meeting the Needs of the Targeted Student Population

Meeting the individual needs of students is central to Movement School University City’s instructional program and model. In addition to data-driven differentiation within instruction, students will each have individual learning paths based on baseline assessments given during the first several weeks of school for both mathematics (NWEA MAP) and literacy (STEP). Small-group, differentiated instruction will be developed from this data and implemented by co-teachers in flexible groupings. Additionally, Movement School University City will implement extended school days four days each week wherein students will receive 40 minutes of additional instructional time. This time will be teacher-led and implemented in 8-week cycles. Student attendees will be selected based on their performance on quarterly math and literacy interim assessments.

The chosen instructional framework, practices and curricula have been proven effective amongst educationally-disadvantaged populations nationwide. The “Teach Like a Champion” component of our Instructional Framework was designed specifically to support educationally-disadvantaged students to achieve at significantly higher levels. Furthermore, research shows that schools serving educationally- and economically-disadvantaged communities have a disproportionate amount of students who are performing below grade level. As a school designed intentionally to serve this population, the instructional model at Movement School University City simultaneously meets students at their current performance level, while also exposing them to grade-level material to ensure they meet and/or exceed grade-level standards. The instructional model and program allow for this through the use of a co-teacher model and flexible groupings, extended school days for targeted students, as well as the intentional use of intervention programs (see curricula descriptions below: Wilson Foundations and LLI).

Q97. Will the proposed charter school serve a single-sex student population?

- Yes
- No

Q101. 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.



Movement School University City will utilize a co-teaching model and flexible, leveled student groupings. This instructional model will allow students to receive the leveled instruction they need in effective small-group settings, in addition to whole-group instruction focused on grade-level standards. Once we are fully grown and operating at full capacity, we will average 28 students and two instructors in each classroom.

Movement School University City has strategically selected several curricula to advance its mission. As evidenced by schools with similar demographics, Movement School University City has drafted a framework for curriculum to support our problem-based learning design and equip our teachers with the resources needed for students to practice and apply skills in a rigorous context. An overview of our curricula and assessments can be viewed in Appendix 1.

Teachers will be trained on how to effectively execute these curricula, beginning with summer professional development days taking place prior to the launch of the school year. Instructional staff will receive additional support and training throughout the year at the school's weekly half-day professional development series.

Curricula at Movement University City include:

Phonics and Fluency

Reading Mastery (Phonics, Grade K): Reading Mastery is the primary phonics curriculum for all Kindergarten students. It is also used as remediation in 1st and 2nd grade for students performing below grade level. Reading Mastery is a direct instruction program designed to provide explicit, systematic instruction in reading. This level of direct instruction is beneficial for students needing additional support.

Success for All (Phonics, Grades 1-2): SFA is the main phonics curriculum for students in 1st and 2nd grade performing at or above grade level. Less directive than Reading Mastery, it gives students performing at grade level the chance for more extension and exploratory learning.

Our master schedule includes 30 minutes of daily phonics practice for all K-2 students so that we can guarantee they have strong reading foundational skills. We also provide remedial phonics instructions for students in grades 3-5 and special education students.

Literacy Interventions

Wilson Foundations Literacy Intervention (Grades K-2): This is our most directive curriculum for students needing the most support. The Foundations program is a systematic program focused on



phonemic awareness, phonics/word study, high-frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling. This curriculum is used for our EC and MTSS groups.

Fountas & Pinnell Level Literacy Intervention (Grades 3-5): Also a highly directive reading intervention, this program is used for special education students in grades 3-5 needing additional support. LLI is a powerful, fast-paced, short-term intervention that provides daily, intensive, small-group instruction to supplement whole-class literacy instruction.

Shared Reading, Social Studies, and Writing

Achievement First Humanities (Literacy/Social Studies, Grades K-5): Achievement First Humanities is a humanities curriculum designed to support students in developing a better understanding of themselves and their communities (classroom, school, local, state, national and global), while also reinforcing students' skills in reading, writing, and critical thinking. The Social Studies program is curated to hone students' ability to contextualize themselves in the history, present, and future of the world around them, emphasizing the relevance and transferability of ideas, concepts, historical thinking, and inquiry. The curriculum intentionally integrates critical thinking and literacy skills into the content, seeking to ensure that students are building cohesive background knowledge, learning to understand and use increasingly complex syntax and vocabulary, and learning the structures and elements of different text genres. Students engage with primary sources and other complex texts aligned to unit topics, and write to share their own ideas on the topic (sentence-level writing, paragraph and essay writing, genre-based writing, etc.).

Movement Guided Reading (Literacy, Grades K-5): Each reading block contains 30 minutes of guided reading. This Movement School-generated program is based on the curriculum used by the Achievement First charter school network. Students use leveled readers from the nation's largest multicultural children's book publisher to grow toward their next reading level. The skills developed during this block are aligned with the standards for that level and grade level. The Guided Reading curriculum used by Movement School University City will use literature published by Lee and Low Books, the largest multicultural children's book publisher in the U.S.

Math

Achievement First Math (Mathematics, Grades K-5): The mission of AF Math is to mold scholars who will not only be successful in K-12 and college, but scholars who will also thrive in the real world. The AF curriculum promotes conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, productive disposition and problem solving. At Movement School University City, students have over 90 minutes of math instruction daily, opportunities for critical thinking, and exposure to the application of skills to real-world problems.

Contexts for Learning Mathematics (Mathematics Intervention, Grades K-5): Contexts for



Learning Mathematics is a rigorous K–6 classroom resource that uses a math workshop environment to teach math standards. This work includes addressing all strands of mathematics, the standards for mathematical practice, as well as daily fluency and problem-solving. Contexts for Learning is used as an intervention for students needing additional support.

Science

Amplify Science (Science, Grades K-5): Amplify Science is a phenomena-based, K–8 science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and debate like trained scientists and engineers.

Social-Emotional Learning

C4's Social-Emotional Education / Miss Kendra Programs (SEL, Grades K-5): This resource helps students focus on their learning in class through two primary methods: 30 minutes of weekly socio-emotional education (SEL) instruction in every Movement classroom and 15-20 minutes of reset time as needed for every student. C4's mission is to provide trauma care that honors culture, restores dignity, and redeems story. They leverage Miss Kendra's Programs, a trauma-informed and SEL curriculum designed to actively address the impact of trauma and toxic stress on student engagement by providing students with a safe space to engage in open conversations about adversity.

Through a comprehensive curricular program, all students at Movement School University City will participate in the world-class programs we are committed to providing for all students. Different curricula are used as a response to student needs. To see how these structures come together, please see Appendix 3 - Day in A Life of a Movement Student (https://drive.google.com/file/d/1EfwtV9Dxo0AnP7w8t_jl606OZ-nvZqeG/view?usp=share_link).

Q102. 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.



The mission of Movement School University City is to love and nurture scholars by leading a movement of change in education through academic excellence, character development, and preparation for success in life. Movement School University City will provide a world-class education that is accessible to all students by recruiting exceptional educators, providing world-class curricula, committing to data-driven, individualized and culturally relevant instruction, and providing socio-emotional support, character development, and extended instructional hours. The chosen curricula have been proven effective amongst educationally-disadvantaged populations nationwide as detailed below.

Achievement First Humanities (Literacy/Social Studies, Grades K-5): The Achievement First (AF) Humanities curriculum is based on the teaching style and principles of the curriculum used by the Achievement First public charter school network. Selected because of its success among similar student populations, this AF curriculum pursues the overarching goals of cultivating a deep love of reading and writing among students, and supporting strong academic outcomes through developing students' critical thinking and self-reflection skills, historical thinking strategies, and knowledge attainment on unit topics.

Success for All (Phonics, Grades K-2): SFA partners with 50,000 educators in over 1,000 schools in 48 states and four other countries, impacting over 500,000 students worldwide. SFA and its impact have been extensively researched for over two decades. Here are some key findings influencing the decision to adopt this program at Movement School University City. A meta-analysis of research on twenty-nine models categorized Success for All as one of only three programs with the "Strongest Evidence of Effectiveness" (Borman, Hewes, Overman, and Brown 2003 (http://www1.successforall.org/wp-content/uploads/2016/02/Borman_CSR_meta_RER.pdf)). In a three-year randomized control trial (2002-2006), SFA students achieved significantly higher reading levels than similar students in control schools, which cut the black-white achievement gap in half (Borman, Slavin, Cheung, Chamberlain, Madden, and Chambers 2007 (<http://www1.successforall.org/wp-content/uploads/2016/02/Borman-Rand-Eval-of-SFA-II-to-AERJ-FINAL-09-22-06-2.pdf>)). In a series of longitudinal studies of over 6,000 students across 10 years, students in Success for All schools were a full grade level ahead of students in similar control schools by fifth grade on average (Borman and Hewes 2002 (<http://www1.successforall.org/wp-content/uploads/2016/02/LTEffectsandCostEffofSFA-2003-1.pdf>)). In addition to increasing reading achievement, schools that implement Success for All have fewer students assigned to special education and fewer students who must repeat grades (Borman and Hewes 2002 (<http://www1.successforall.org/wp-content/uploads/2016/02/LTEffectsandCostEffofSFA-2003-1.pdf>)). Six studies involving ELL students have shown that Success for All teachers are prepared to support their special needs and are successful in increasing their reading levels substantially more than teachers in control schools (Cheung and Slavin 2005 (http://www1.successforall.org/wp-content/uploads/2016/02/ELL_fullreport-1.pdf)).



Together, these findings strongly suggest SFA will have a significant positive impact on the achievement of the students at Movement School University City.

Guided Reading (Literacy, Grades K-5): The Guided Reading curriculum is a Movement School Network-generated program based on the teaching style and principles of the guided reading curriculum used by the Achievement First public charter school network. The AF model was selected because of its success among similar student populations. For example, AF students in New York score, on average, double the proficiency rates relative to their peers. Students at AF elementary schools in Connecticut are more likely to score “advanced” than in any other district in the state; and since 2015, AF students in CT have improved proficiency in literacy by 15 percentage points. Relatedly, AF reports success among ELL students, with ELL students at their Rhode Island campus achieving proficiency in literacy at 5 times the rate of their counterparts across the state. Overall, students at AF Rhode Island outperformed students from Massachusetts in both ELA and Mathematics, with MA having one of the highest-ranking school systems in the U.S. Further, the Guided Reading curriculum used by Movement School University City will use literature published by Lee and Low Books, the largest multicultural children’s book publisher in the U.S. Purposeful selection and implementation of culturally-inclusive literature and resources is paramount, as studies have demonstrated that students are not only more engaged but also more effectively internalize information when they can relate to the content on a personal level.

Contexts for Learning Mathematics (Mathematics, Grades K-5): This curriculum teaches mathematical concepts within real-life contexts, effectively facilitating students’ learning, particularly for students who struggle with abstract concepts and for younger students (i.e., early elementary students) who do not have fully developed cognitive capacities pertaining to abstract thinking.

Amplify Science (Science, Grades K-5): Amplify Science is rooted in the Lawrence Hall of Science “Do, Talk, Read, Write, Visualize” model of learning, which was developed specifically for student populations with limited access to science. Research has shown this pedagogical approach to instruction is highly effective in increasing scientific knowledge and promoting global literacy development. Science and literacy practices driven by inquiry, for example, are known to support rich and immersive learning for all students. Early efficacy research on Amplify Science indicates that students show greater growth relative to their counterparts following a traditional science curriculum in the following areas: reading comprehension (83.6% versus 51.4%), science vocabulary (27.7% versus 12.3%), science content knowledge (51.5% versus 36.6%), and strength of writing (31.7% versus 8.4%).

Wilson Foundations (Literacy Intervention, Grades K-2): The Wilson Foundations program is a systematic program focused on key foundational literacy skills, including phonemic awareness, phonics/word study, high-frequency word study, reading fluency, vocabulary, comprehension



strategies, handwriting, and spelling. This program will be used at Movement School University City as a literacy intervention for students whose assessment scores indicate they could benefit from additional instructional time and practice in this area.

Fountas & Pinnell Level Literacy Intervention (Literacy Intervention, Grades 3-5): LLI is a powerful, face-paced, short-term intervention that provides daily, intensive, small-group instruction to supplement whole-class literacy instruction. A study conducted by Heinemann's LLI Data Collection Project included 824 K-5 students with an IEP for Reading and found that with LLI interventions, these students made an average of seven and a half months of progress in a little more than four and a half months.

Q103. 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.



Teachers are expected to become proficient at all *Teach Like a Champion* techniques, and will actively and consistently apply *Get Better Faster* Action Steps as identified by their Instructional Coach(es). These strategies focus not only on classroom management and building a strong classroom culture, but also provide a practical framework for structuring and delivering engaging lessons. *Teach Like a Champion's* instructional approach is rooted in part in implementing strong planning strategies, and delivering instruction in a way that maintains high academic and behavioral expectations for all students. Teachers will receive extensive training on both models during their first two years of employment through workshops, ready-to-use sessions, and online modules.

Additionally, every teacher must be proficient in using all grade-level-specific curricula and intervention programs listed above. Refreshers will be given to all staff annually and individually, as needed. Teachers must become experts at unpacking all academic standards they teach. They will be expected to understand what each standard entails, how it will be assessed, and what the model of rigorous instruction looks like for that standard. This skill will be honed during both daily grade-level IPP sessions, as well as regularly scheduled data analysis sessions.

Overall, teachers will take an asset and inquiry-based instructional approach. As they begin to introduce new material, teachers will first identify specific skills and relevant knowledge that students are bringing to the table so they can build on those strengths while also addressing gaps in knowledge and understanding. It is the teacher's job to facilitate, ask questions, and gather data and use that information to inform the direction of the lesson. Movement School's co-teaching model allows teachers to more easily adjust instruction in real time to respond to student needs. For example, if data gathered in the moment reveals an unexpected common misconception, one teacher can review with the majority of the class, while the other can pull a small group of students who have already begun demonstrating mastery of that particular objective. Furthermore, teachers are responsive not only to students' academic needs, but also recognize and support their emotional needs by creating a safe and supportive learning environment in order to positively impact students' motivation, engagement, and overall well-being, leading to academic success and growth.

Q104. 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.



At Movement School University City, we approach instruction and assessment in a highly-structured manner. All of our instruction is driven by nationally recognized curriculums that are well-aligned with the North Carolina Standard Course of Study (NCSCOS). In addition, our academic leads engage in a curriculum crosswalk to ensure we are adequately addressing all of the NCSOS. Our STEP and MAP assessments are both nationally normed and capable of predicting likely performance on the NC EOG. Similarly, each year we track data on our “in-house” interim assessment to improve their ability to predict students’ performance against the NCSCOS as measured by EOG exams (see Appendix 1 for our Assessment and Curricula Matrix).

By using aligned curriculums and recurring normed assessments, teachers can easily identify which students are on track to meet grade-level requirements. When students are falling behind, we employ a variety of interventions to help students catch up and succeed.

This starts with quarterly report cards, where parents receive a notification at the end of each quarter indicating their child's progress against the required grade level competencies in the form of report cards. However, teachers are also expected to communicate with parents earlier, at the first sign of concern, using the results of our formative assessments to inform the conversation.

While all students receive grade-level instruction, students will also receive remedial support (i.e., intervention) and/or acceleration based on their individual needs as indicated by their performance on our various assessments. Our daily use of small group instruction and flexible groupings allows us to meet students at their current performance level and provide individualized support to help each student meet or exceed grade-level expectations. Finally, for students in need of additional support, we are able to offer extended-day tutoring, Saturday sessions, and summer school as needed.

Q105. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.



Our academic calendar is a modified year-round calendar. It provides 4 unique benefits:

Additional instructional hours.

We provide approximately 60 more hours of instruction than a traditional public school calendar (i.e., more than the 1,025 minimum state-required hours). This is intentionally designed to meet the academic and temporal needs of economically-disadvantaged students and families.

Reduced summer learning loss.

Research shows that students from low-income families do not generally get the same quantity and/or quality of academic stimulation during school breaks relative to their more affluent peers. Consequently, they often return to school with significant summer learning loss. The modified year-round calendar minimizes the length of the summer break, thus mitigating some of the academic loss generally associated with long periods away from explicit academic instruction.

Built-in tutoring via extended day program.

In addition to the higher quantity of instructional time built into the academic calendar, Movement School University City will offer teacher-led extended school days, giving students performing below grade level in specific subject areas an additional 40 minutes of individualized instructional time four days per week.

Summer Program.

Movement School University City offers eight weeks of summer schooling to eligible students. Similar to the criteria used for the extended school day, students invited to summer school will be identified by their performance on their interim assessments given in the fourth quarter. Students who score below grade level will be invited to participate in summer school.

These four unique offerings directly align with Movement School University City's missional commitment to academic excellence—providing additional instructional time and prioritizing teacher professional development reflects our school's primary aim to bridge the student achievement gap. Students will benefit from having additional time devoted to structured learning and also from having access to more consistent, robust academic supports throughout the entire calendar year. Teachers will benefit from having easy access to weekly professional development opportunities.

Q106. 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.

The daily and weekly schedule at Movement School University City is structured to maximize instructional time and student learning. Each full school day (Monday, Tuesday, Wednesday, Thursday) begins at 7:30 am and ends at 3:30 pm, and is 420 minutes of instructional time. Students who are selected to participate in the extended school day on these days will receive an additional 40 minutes of individualized teacher-led instructional time per day (160 minutes per week). Teachers and grade-level leaders will select student participants based on data from interim assessments, prioritizing students whose results indicate that they would benefit from additional targeted support. Each early release day (Friday) begins at 7:30 am and ends at 12:00 pm and is 260 minutes of instructional time.

Movement School University City will partner with onsite and offsite providers to offer affordable childcare options for caregivers for the half-day Friday schedule. The early release day structure on Fridays has not prevented students from low-income backgrounds from attending our schools, as evidenced by the high percentage of students from economically disadvantaged backgrounds enrolled in our existing Movement Schools.

Full days (Monday, Tuesday, Wednesday, Thursday) consist of 90 minutes of literacy instruction; 75 minutes of humanities instruction, which includes reading/ELA, writing, and social studies; 90 minutes of mathematics instruction; 40 minutes of science instruction; 45 minutes of enrichment/specials instruction; and 20 minutes of targeted reteach instruction. Early-release days (Friday) consist of 90 minutes of literacy instruction; and 60 minutes of mathematics instruction.

The daily and weekly schedule at Movement School University City provides over 60 hours of additional instructional time over and above what is required by the state of North Carolina. This schedule is intentionally designed to meet the academic and temporal needs of economically-disadvantaged students and families. Research shows that students from low-income families do not generally get the same quantity and/or quality of academic stimulation outside of the school context relative to their more affluent peers. By maximizing the number of hours students are in school, Movement School University City is bolstering students' academic growth and long-term college and career readiness. See Appendix E - Daily and Weekly Schedule (https://drive.google.com/file/d/1-L4FugABgdL9ELaBjCR4xtyB81_m7QQI/view?usp=share_link) for a detailed overview of the school day structure.

Q107. Describe a typical day for a teacher and a student in the school's first year of operation.



Teachers will arrive at school by 7:00 am each morning. They will have 30 minutes to prepare for the day and attend a staff morning meeting, when scheduled. Students will arrive between 7:30 and 7:45 am daily. Upon arrival, students will eat breakfast in their classroom and will have independent “morning work” assignments to complete, which will review content covered in previous days’ instruction.

On full days (Monday, Tuesday, Wednesday, Thursday), a daily, teacher-led Morning Meeting will take place from 7:45-8:00 am. Students will then enter a 90-minute phonics/guided reading block; transition to a 75-minute humanities (ELA and social studies) block; transition to lunch (25 minutes total); then transition to specials (45 minutes); after that, students will engage in a 90-minute mathematics block, followed by recess (25 minutes); then, they will transition back to class for a 40-minute science block; transition to a 20-minute reteach enrichment block; finally, they students will pack up and prepare for dismissal at 3:25 pm. During the 10-minute block dedicated to dismissal preparation, students selected to remain for the extended school day will transition to the 40-minute small-group instructional block. For each classroom, co-teacher A will have a 30-minute lunch break while students are eating lunch, while co-teacher B monitors student lunch; then co-teachers will switch and co-teacher A will monitor recess, while co-teacher B has a 30-minute lunch break. Additionally, all teachers will attend a 45-minute collaborative IPP session with their grade level team while their students attend enrichment class. See Appendix 3 (https://drive.google.com/file/d/1EfwtV9Dxo0AnP7w8t_jl606OZ-nvZqeG/view?usp=share_link) for a Day in the Life snapshot of a student at Movement School University City.

On early release days (Fridays), all classes will engage in a 30-minute Community Circle from 7:50-8:20 am. Students will then enter a 90-minute reading block; transition to a 60-minute mathematics block; transition to a 35-minute lunch; transition back to class to pack up and prepare for dismissal at 12:00 pm. All teachers will have a 35-minute lunch/prep period from 12:25-1:00 pm every Friday, before a three-hour Professional Development session from 1:00-4:00 pm.

The Professional Development sessions will follow four recurring agenda items, beginning with a full-team huddle. The Principal will lead that time, engaging staff in celebrations, check-ins, and other team-building and morale-boosting activities. From there, teachers will gather in small groups based on their content areas. They will use that time to analyze data to plan re-teach strategies for the following week, collaborating with their Assistant Principal and team to create a formal re-teach plan. Following that time, teachers will participate in a mini professional development workshop aligned to a prioritized teaching skill and/or an area aligned to their personalized professional growth plan. Before they close out, teachers will gather for grade-level meetings facilitated by team leaders aimed at addressing specific needs within their sub-teams. See Appendix 2 - Annual PD Schedule (https://drive.google.com/file/d/1rGrA4wb93jDSfleHDFcgdExrUWG_GeOm/view?usp=share_link) for a (proposed) overview of professional development topics to be covered within staff learning engagements.



In addition to professional development sessions and collaborative team planning time, teachers have 40 minutes of discretionary planning time each day. These blocks are explicitly protected from meetings. Designed to guard against burnout and subsequent turnover, these daily designated solo planning blocks provide teachers with the opportunity to use this time as they choose depending on current needs or projects.

Q108. Will this proposed school include a high school?


- Yes
- No

Q114. Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :



Q114.CurriculumOut...

Uploaded on **4/27/2023**
by **Tim Hurley**

Q115. 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 :


Q115. Yearly Acade...

Uploaded on **4/27/2023**
by **Tim Hurley**




Q116. Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 15

Applicant Evidence :


Q116. Daily and Wee...

Uploaded on **4/27/2023**

by **Tim Hurley**

9.2. Special Populations and "At-Risk" Students

Q117. 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.



Movement School University City is committed to implementing research-based best practices and prioritizing family communication and involvement. We believe that all students can learn and will ensure that all students do learn. As noted above, we have chosen our curriculum and structured our school day and calendar with a focus on helping students who are performing below grade level to catch up and excel. In addition to these structural decisions, we will use the North Carolina Multi-Tiered Support System (MTSS) model to ensure the continued progress and academic growth of all students.

We will implement this model with three tiers. Tier I of the model is the general education curriculum, in this case, the NC Common Core Curriculum. Even within these Tier I instructions, teachers will differentiate instruction to meet students' needs. As mentioned earlier, teachers will conduct regular assessments to determine if students are progressing. Student assessment data are reviewed as part of teacher professional learning community meetings, ensuring mutual accountability and multiple teacher perspectives are included. Students performing below grade level in math, writing, or reading (and those with behavioral challenges) will receive a personalized education plan (PEP). The PEP contains goals for the student which are specific, measurable, attainable, realistic, and time-bound (SMART) goals. These plans will be written and implemented by the classroom teacher.

The development of the PEP enters students into Tier II of the model. In Tier II, the classroom teacher implements evidence-based instructional interventions for the students. These interventions must be in addition to anything else that is being provided in the classroom. The teacher also meets regularly with an intervention team. The intervention teams include the Principal, the teacher, another teacher from the same grade level, a teacher from the grade level above, a teacher from the grade level below, a member of the administrative team, and a member of the Special Education team.

Meetings of the intervention team include reviews of student progress. If student assessments show the student has met SMART goals, the student will be exited from Tier II and re-enter Tier I. However, if the student does not meet the identified SMART goals in the PEP, the intervention team can move the student to Tier III of the intervention model.

In Tier III of the model, students will receive additional targeted interventions that are provided for the student in addition to the existing Tier I and Tier II interventions. Students may also enter Tier III of the model for behavioral challenges. Students who enter Tier III for behavioral concerns will receive evidence-based group mentoring and life-skills intervention and a behavioral contract. Students may all be referred to other school support staff for additional services.

If a student does not demonstrate success in Tier III of the model the intervention team may propose different interventions or refer the student for special education testing. All teachers and administrators at the school will be constantly monitoring student academic and behavioral



progress to ensure growth. In addition, the school will utilize technology to implement blended learning practices at all Tiers of the MTSS mode.

We have structures in place to enable students to move through the process without unnecessary delays to ensure that they receive EC services as quickly as possible. For example, our enrollment process includes several opportunities for caretakers to identify if their student has been currently receiving services or if there are other concerns or accommodations needed. The EC Coordinator will steward that relationship and reach out to the student's previous school to get copies of documented intervention plans and any other relevant documentation in order to swiftly develop and implement a service plan for that specific student.

If a student is identified as needing services mid-year, the EC Coordinator will take the lead on developing a service plan to effectively support them. Active family communication is a critical component of supporting students, and we have various structures established to reinforce that collaboration between home and the school. When formal services and interventions are needed, the EC Coordinator will proactively provide proper notifications of required participation within the official process.

Parents and guardians of all students will be engaged throughout the year via a series of formal and informal touchpoints centered on their student's performance. Intake assessments—such as STEP, NWEA, and various internal assessments—help determine how students are performing and also help monitor student growth throughout the year. Parents receive student data from all major benchmark assessments and have an opportunity to review it in-depth at periodic parent-teacher conferences or as requested. Biweekly quizzes are also sent home for parents to review and sign. If a student is consistently performing below grade level, the teacher and parent would first meet to discuss current needs and establish a support plan, which might involve structured small group instruction and additional growth monitoring structures. If adequate growth is not shown over six to eight weeks, the caregiver and instructional staff would add additional interventions and supports, such as extended day learning groups. Family support and involvement is a foundational component of our approach, and our staff is committed to partnering with caregivers both formally and informally throughout the year in order to help all students thrive.

Q118. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.



Multiple founding board members have experience working with special populations. One board member was a teacher, Principal, and superintendent of charter schools with multiple students with disabilities, 504 plans, ELs, and students at risk of dropping out. Another board member was a teacher at a school with special populations and spent a decade recruiting and training teachers for schools serving these special populations. Our current board successfully launched Movement Eastland which has a large EL population.

Q119. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:

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



Movement School University City is committed to serving the needs of all students and will offer the necessary support to ensure that all students demonstrate continued progress and growth. We will do this by first working to identify all English Learner (EL) students by administering the enrollment survey (ES) / home-language survey (HLS) during registration (the HLS then remains in the student's file).

From there, within 30 calendar days, (or 14 days should the student enroll after the first 30 days of school), we will identify and evaluate all potential students for the ELL program using the WIDA Screener for Kindergarten, or Kindergarten MODEL (Kindergarten through first-semester 1st grade); WIDA Screener or WIDA MODEL (second-semester 1st grade through grade five). Parent notification letters will be sent to parents in their preferred language of communication. Based upon those results, we will then, using the state's criteria for placement, identify students qualifying for the ELL program. Caregivers and teachers can also refer students to get screened at any time.

Student progress will be evaluated through rigorous data analysis and ongoing monitoring of all benchmark assessments—both nationally-normed Interim Assessments (IAs) and the STEP Assessment (Grades K-2) and Fountas & Pinnell's Benchmark Assessment System (Grades 3-5), along with regularly recurring lesson-based assessments and all summative assessments.

Teachers will also monitor growth and progress through the Fountas & Pinnell Level Literacy Intervention and the Wilson Foundations. While these curriculum programs are not EL-specific, they do offer clear baseline data for monitoring reading comprehension progress which will inform specific learning goals for each student, as well as the groups that teachers create and see across the instructional day.

These models both make provision for the ongoing monitoring and assessment of students for two years after exit. Movement School University City will adhere to the policies and procedures laid out in *The Guidelines for Testing Students Identified as English Learners*. Student assessments will include the use of ACCESS for ELLs (4.4 Overall Composite and 4.0 on each domain on the ACCESS for ELLs) to determine when students can be exited from EL services.

Movement School University City recognizes the importance of keeping parents and families informed about their child's progress, especially for EL students. To this end, we have implemented various measures to ensure regular communication between parents and teachers. Qualifying students have an EL plan written and shared with families and teachers. Also, we provide progress and assessment data reports that outline the student's academic performance and language proficiency level, and we conduct parent-teacher conferences to discuss the student's strengths, areas for improvement, and individualized learning plans. In addition, we use various communication channels such as email, phone calls, and our school website to keep parents up-to-date on their child's progress and provide resources to support their child's language development



at home. Our commitment to open and consistent communication with families leads to better outcomes for all students, including EL students.

To meet the diverse cultural and linguistic differences and needs of our student population, instruction is data-informed, explicit, and systematic. Teachers provide targeted instruction of skills and strategies while providing multiple opportunities to read and write continuous text that include multiple cultures and perspectives. In order to meet the needs of ML students, differentiation occurs in the classroom, guided by multiple formative assessments. Small group instruction is a structure that offers opportunities to meet with students to support them as they work to acquire new learning and to support them as they transition into their own independence. Differentiation includes re-teaching through different modalities and/or materials, new or multiple demonstrations, peer teaching and conferencing, and/or think-alouds tailored to support students. Differentiation may also occur through choice, text level, or the complexity of academic tasks. Staff members will receive ongoing professional development centered on effective differentiation and can leverage weekly staff learning opportunities to gain the skills and resources necessary to provide a world-class educational experience that is accessible to all students.

Q120. 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.**



In addition to learning what is required to be college and career ready, our school is designed to help all students reach their greatest academic and intellectual potential. To this end, academically and intellectually gifted (AIG) students will receive instruction in an inclusive environment. There is a great deal of research that supports the education of AIG students in heterogeneous groupings. This research also suggests that teachers must have the appropriate training to make this environment beneficial to AIG students.

At Movement School University City all teachers will receive training on how to differentiate instruction in order to meet the needs of AIG students. Instruction is creative and motivating, while also reflective of the culture, interests, and abilities of the students. It is individually challenging for gifted students. Additionally, AIG students will receive opportunities for acceleration through the use of blended-learning models in the classroom. AIG students will also have opportunities for additional learning through independent study programs and student groupings across grade levels.

Incoming students will be identified as AIG by using records from their previous school. In addition, students have opportunities to be identified as AIG at any time. Teachers and administrators will closely monitor individual-level student achievement on interim and summative assessments in order to identify AIG students. These same assessments will be used as a means of monitoring and evaluating all students will be utilized with AIG students. Assessment scores will not only be looked at to determine proficiency but also to monitor student academic growth.

9.3. Exceptional Children

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

Q121. 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.



We will hire an Exceptional Children Coordinator for whom this is the primary responsibility. The process for serving these students begins with identification. We will review students' records from previous schools to identify existing IEPs and 504 plans. School staff will follow up with previous schools as needed to obtain the necessary records. When students are identified as having a 504 plan or IEP, the EC specialist (along with school administrators) will be responsible for reviewing, revising, and/or implementing the existing plan.

Q122. 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.

When a student is referred for evaluation, we will use the services of a licensed School Psychologist. The School Psychologist will issue a written report on the evaluation. From there, the IEP team will gather and assess the information and work together to determine whether a child meets the eligibility criteria. This team consists of the student's parents/guardians, the EC Coordinator, licensed psychologist, EC teacher, homeroom, and support teachers to draft and approve the IEP before it is implemented at the school level.

If it is determined that EC services are needed, then an IEP will be written for the student and implemented with fidelity. If a student is evaluated and does not qualify for EC services, the student will be entered into the Rtl process and referred to the intervention team.

If there is a student who has not previously been evaluated but who is believed to have an EC need, then s/he will be evaluated. The parent of the student can request, in writing, to the school that the child be evaluated. If this is done, then Movement School University City staff will hold an IEP meeting and allow the IEP team to make a decision. Also, if the student has gone through Tier III of the Rtl process and has not demonstrated the necessary progress, the student will be referred to the EC specialist for evaluation.

Parents can also request in writing to have a child receive accommodations under section 504. School staff will meet with parents to write a 504 plan if appropriate documentation of a medical condition is provided.

Administrative team members and the EC specialist will be a part of each IEP and 504 meeting to ensure compliance.

Q123. 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)

To ensure compliance, Movement School University City will hire an Exceptional Children (EC) Coordinator for whom this is the primary responsibility. The EC Coordinator manages the process from start to finish—referral to exit—coordinating testing, timelines, documentation, and family communication all along the way. The EC Coordinator will use ECATS to assist with tracking and deadline notifications.

Movement School University City staff will review students' records from previous schools. This review will identify existing IEPs and 504 plans. School staff will follow up with previous schools in a phased approach to obtain the propriety records for students with disabilities in a timely manner and document and track all outreach along the way in order to provide full accountability so that all students' needs are being met.

Staff members will be responsible for ensuring the confidentiality of all EC and 504 records. These records will be maintained in files in a locked closet to which the EC specialist and administrators have the key. Staff will also maintain a sign-in/sign-out process for all records to maintain confidentiality and the records and ensure compliance. Digital files will be kept on a password-protected computer.

Q124. 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.



Movement School University City is fully committed to helping every scholar thrive academically and has designed its program, including curriculum, daily schedule, staffing plans, and support strategies and resources to ensure that students with disabilities are set up for success. Our approach to curriculum, instruction, and assessment, combined with our supportive culture, is designed to provide all students, including (but not limited to) students with IEPs and Section 504 plans, ELL students, students identified as gifted and talented, and students at risk of academic failure or dropping out with rigorous, standards-driven instruction within an inclusive, least restrictive learning environment. We believe in inclusion, and by having two teachers within one general education classroom, Movement School University City strives to have each classroom become the Least Restrictive Environment (LRE) according to IDEA. We believe that students receiving the necessary support learn best alongside their peers (and peers from them) in our general education classes.

Students receive their Special Education services within the least restrictive environment (LRE) and the goal is to make this the general education setting whenever possible. However, the LRE can be redefined based upon student need, and collaborative or resource models can also be used. Movement School University City will make every effort to ensure that out-of-class services are delivered during appropriate, least disruptive times so that all students within the exceptional program can still receive the signature programs available at our school.

In addition to this individual support provided during the school day, the Special Education Team provides resources, support and training to families of the students whom they serve so that help can also be provided at home and beyond the school day, and to empower families with the tools necessary to help their student(s) succeed. Movement School University City has designed an educational plan that ensures ALL children learn and will offer the full continuum of IEP services as needed by its students.

Q125. 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?



Movement School University City is fully committed to helping every scholar thrive academically and will

implement the following processes, strategies, and supports to ensure that students with disabilities are set up for success:

Identification process

Serving students with disabilities begins with accurate identification. We will review students' records to identify existing IEPs and 504 plans. School staff will follow up with previous schools as needed to obtain the necessary records. When students are identified as having a 504 plan or IEP, the EC Coordinator (along with school administrators) will be responsible for scheduling initial transfer meetings within the first 14 days of admittance.

Developing, reviewing, and revising IEPs

After students are evaluated for IEPs, the IEP team convenes and identifies specific goals that lead to the creation of each IEP. This team consists of the student's parents/guardians, the EC Coordinator, licensed psychologist, EC teacher, homeroom, and support teachers to draft and approve the IEP before it is implemented at the school level. In the event that there is already an IEP for a student, the IEP team (consisting of the same individuals) meets annually to review an IEP and every three years to determine eligibility. At these review meetings, the team discusses student progress towards goals and adjusts or revises IEPs as needed and in agreement with what is best for the student. At any time, parents/guardians may request an IEP meeting and the team may reconvene before the annual meeting if the IEP needs to be amended.

Classroom and instructional strategies

Movement School University City EC teachers will constantly monitor EC students' IEPs and adjust



the

classroom instruction and assignments in order to meet the needs of those individual students and ensure plan compliance. Just as with other students at the Movement School University City, EC students receive culturally-relevant, data-driven, differentiated instruction in all their classrooms.

Our use of leveled student grouping provides students with the opportunity to learn in small group settings throughout the day. This flexible, small-group instruction is ideal for allowing all students to access the full curriculum and allows teachers the opportunity to determine how well students are progressing along their individual pathways in preparation for future performance.

Additionally, our extended school day structure provides students with 40 minutes of additional instructional time four days each week. This additional support will help ensure students have additional remediation opportunities. Also, our built-in tutoring hours provide an opportunity for students needing additional individualized instruction to access the general education curriculum. EC students will also benefit from our use of Fountas & Pinnell Level Literacy Intervention (LLI) in the curriculum. LLI has a strong track record of accelerating growth among students with disabilities: a study of 824 K-5 students with an IEP for Reading conducted by Heinemann's LLI Data Collection Project found that with LLI interventions, these students made an average of seven and a half months of progress in a little more than four and a half months.

Taking a responsive approach

Movement School University City offers a continuum of services for all students based on their academic and behavioral needs outlined in their IEPs. These settings include inclusion services where the EC teacher pushes into the student's class to provide instructional resources and supports as outlined in the IEP, resource services where students are pulled into a resources classroom and an EC teacher provides specially designed instruction per the student's IEP, and self-



contained setting where students are pulled into a self-contained classroom where they receive specially designed instruction per students IEP goals.

In the inclusion model, the EC teacher will partner with the general education to provide modification and accommodations as outlined in the student's IEP and specialized instruction that aligns with the curriculum and IEP. In a resource setting, the EC teacher will pull students out of class based on their IEP goals and provide specialized instruction that targets the student's area of need. The instruction will include tracking of goal achievement, regular meetings with the general education teacher to monitor in-class progress, and adjustments to IEP and instruction as data indicates.

In the self-contained setting, the EC teacher will be responsible for providing specialized targeted instruction based on the student's IEP goals. In this setting, the EC teacher is responsible for providing primary instruction, grading, and aligning with the grade-level teacher. Homebound services are also provided when necessary. We will work to develop a memorandum of understanding with local youth and pediatric providers for any mental health or hospitalization services needed or for day treatment needs.

If a student is on homebound services, the EC teacher will be responsible for coordinating with the staff at the center or hospital to ensure that the student's IEP needs are met while on homebound. This will include providing a copy of the student's IEP, and consulting with the center; if an appropriate EC teacher is not available, the EC teacher will schedule with the center/family to provide services as outlined in the IEP.

As a component of a full continuum of special education services, and when an IEP calls for out-of-class services, students receive instruction and services as dictated by the IEP and Special Education team. The Exceptional Children Coordinator—the lead administrator overseeing the entirety of Movement School University City's special education program—will ensure that our special education program exceeds all federal and state requirements set forth by IDEA.

Q126. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).



Movement School University City will provide Free and Appropriate Education (FAPE) to all students who are qualified individuals with disabilities needing special education and/or related aids and services. We will document a student's FAPE using a Section 504 Plan. We will then develop and maintain an individualized education program (IEP) for each eligible student that documents the student's program of special education and related services.

Q127. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.

The EC Coordinator and case managers will meet with staff prior to the start of the school year to discuss student modifications and qualifications to ensure that IEP requirements are applied within the general education setting. After formally acknowledging confidentiality and demonstrated understanding, general education teachers will be part of IEP meetings (and any additional as-needed meetings) throughout the year. They will play an active role in the decision-making process and provide data prior to meetings. These data points (from IAs, biweekly quizzes, et al.) help inform plans and the necessary designated supports for students. They also provide a targeted and separated out for growth progress monitoring throughout the year.

Family involvement is critical, and parents will be invited to participate in quarterly meetings to ensure that all ideas and information are shared. If related services are needed, then the IEP team will be convened. The referring adult will bring the appropriate documentation of the need. The team will review this documentation and the IEP team will review options for the services to provide on-site. Movement School University City will contract additional personnel as needed to provide the appropriate levels of service.

Q128. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

We have a budget for an Exceptional Children's Coordinator and a dedicated EC teacher in our founding year. After that, we have a budget for a gradual increase in EC teachers as our student populations grow.

We also have a budget to contract with third-party providers for speech, OT, PT, and psychological services. Movement University City will also have a nurse on site to help meet the needs of students facing more critical health complications that could interfere with their daily functioning. We will contract out for support should a student have visual or hearing impairments.

9.4. Student Performance Standards

Q129. Describe the student performance standards for the school as a whole.



Movement School University City is committed to the academic excellence and success of our students. Students at Movement School University City engage in rigorous, real-world application of the North Carolina Standard Course of Study (NCSCOS). Teachers create rigorous learning experiences requiring critical thinking, collaboration, and synthesis in order to help students demonstrate proficiency and achieve content mastery. We have established a set of rigorous standards to monitor growth and proficiency as we pursue our ultimate aim to help students thrive academically and emotionally.

We will align our work with the performance metrics listed below. These measures align with our mission to ensure all scholars are prepared for success in college and in life.

- 75% of Movement students, including those identified as ELL and EC will meet or exceed their growth targets in literacy and math as measured by STEP and MAP, respectively.
- Movement School University City will outperform the North Carolina state and LEA averages on state EOG assessments.
- Movement School University City will meet or exceed expected growth as determined by the North Carolina Accountability System for each year the school has state-tested assessments.

We will measure student performance for our K-2 students via nationally-normed assessments given up to four times a year for both mathematics and literacy. These measures are used to diagnose individual student needs, monitor their growth across the year, and determine placement in extended tutoring time.

For mathematics, Movement School University City will utilize the MAP Growth assessment three times per year. This assessment allows us to determine how students compare with grade-level peers across the nation and determines a target skills path used during math workshops. For literacy, we will utilize the STEP Assessment four times a year to assess students' reading and literacy performance. The chart below details our student performance metrics for each grade level.

K-2 STUDENT ACADEMIC PERFORMANCE GOALS			
BENCHMARK TEST	K	1st Grade	2nd Grade



	90% of students will score a STEP level 3 or higher (grade-level proficiency)	90% of students will score a STEP level 6 or higher (grade-level proficiency)	90% of students will score a STEP level 9 or higher (grade-level proficiency)
STEP (Literacy)	Advanced goal: 60% of students will score a STEP level 6 or higher	Advanced goal: 60% of students will score a STEP level 9 or higher	Advanced goal: 60% of students will score a STEP level 12 or higher
	75% of students will score in the 75th percentile	75% of students will score in the 75th percentile	75% of students will score in the 75th percentile
MAP (Math)	Advanced goal: 30% of students will score in the 90th percentile	Advanced goal: 30% of students will score in the 90th percentile	Advanced goal: 30% of students will score in the 90th percentile

Movement School University City will monitor performance for our students in grades 3-5 via the North Carolina state EOG assessments. These standards-based assessments are a critical measure of our school’s academic mastery, progress, and individual student achievement. Additionally, we will measure student growth and performance in these grades throughout the year through our quarterly Internal Assessments (IAs). These assessments, built both internally and with our external curriculum providers, help determine the depth of knowledge students have towards the NCSCOS. Our teachers use these assessments to respond to students’ needs quickly, address gaps in mastery, and adjust curriculum and strategic student groupings. The chart below details our student performance standard metrics for each grade level.

3-5 STUDENT ACADEMIC PERFORMANCE GOALS			
BENCHMARK TEST	3rd Grade	4th Grade	5th Grade



IA Reading	70% of students proficient in reading	70% of students proficient in reading	70% of students proficient in reading
IA Math	75% of students proficient in math	75% of students proficient in math	75% of students proficient in math
ELA EOG	70% of students will score 3 or above	70% of students will score 3 or above	70% of students will score 3 or above
Math EOG	75% of students will score 3 or above	75% of students will score 3 or above	75% of students will score 3 or above

In addition to the above assessment-based student performance standards, Movement School University City will also measure student attendance and suspension rates according to the following metric goals:

- **Student Attendance:** an average of 90% or higher for all students
- **Suspension Rates:** No more than 5% of students are suspended

Students begin with the end in mind, and our student performance framework ensures our students have a clear roadmap for achieving mastery of the NCSCOS grade level standards. Movement School University City will maintain a dashboard to track progress and achievement across assessments. We believe that clear communication to students and families is a critical component of helping each student meet or exceed our school's performance standards. With that, every grade level has a chart that is given to parents at the beginning of the year listing the reading and math competencies required to successfully complete the grade. Parents receive a notification at the end of each quarter indicating their child's progress against the required grade level competencies in the form of report cards and recurring communication around their students' testing progress.

See Appendix 1 for a matrix of Movement School University City curricula and formative assessments.

Q130. 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.



Assessments Used

Assessments will be continuous and ongoing with the intention of accurately tracking students' achievement, progress, and rate of growth, as well as helping teachers target instruction based on individual students' current levels.

Assessments of and for Learning: Nationally-normed assessments will be given four times a year for both mathematics and literacy. These assessments are used to monitor student growth across the year. For mathematics, Movement School University City will utilize the MAP Growth assessment three times per year. This assessment allows us to determine how students compare with grade-level peers across the nation, and determines a target skills path used during math workshops. MAP has been shown to correlate with performance on the milestones. For literacy, Movement School University City will utilize the STEP Assessment four times a year to identify reading levels. These assessments are used to target both small groups in literacy and phonics skills for each student. These assessments allow us to tailor learning during the day, identify extended day learning groups, pivot teaching throughout the year using our coaching and feedback model, and monitor student growth across the year. It also allows us to proactively address any gaps that may impact our students' performance on the milestones. Grades 3-5 will specifically use Fountas & Pinnell's Benchmark Assessment System (F&P) LLI Intervention. An intervention used primarily for students with special needs, LLI provides daily, intensive, small-group instruction to supplement whole-class literacy instruction.

Interim Assessments: Additionally, Interim Assessments (IA's), built both internally and with our external curriculum providers, are aligned to national standards in both subjects and administered four times a year. The results of these assessments are used to track student growth and progress and inform small grouping decisions. Our calendar includes data days for our teachers to review student performance, work samples, and unpack assessments to adjust curriculum and student groups. Overall, the primary goal of both these assessments and data days is to continue to respond to students' needs quickly and address gaps in mastery.

Formative Assessments: In addition to the above benchmark and summative assessments, daily lessons include predetermined assessment prompts. These are questions and prompts used to check for understanding at strategic points in a lesson, as well as at the conclusion of each lesson in the form of exit tickets. Formal, unit-specific assessments will include those included in the curricula as well as teacher-developed assessments. Additionally, Movement School Network Leaders have developed a set of assessments, deemed "Network Quizzes," that will be administered bi-weekly, in between IA cycles, to assess students' progress as it pertains directly to national subject-specific standards. These assessments are used as data points to both track students' growth and inform individualized instruction.

Summative Assessments: All students at Movement University City are required to participate in statewide, standards-based assessments including the End of Grade (EOG) exam. Families are made



aware from the beginning of the year that the results from the state summative tests are a critical measure of our school's academic mastery, progress, and post-elementary readiness as well as their individual student's achievement.

Impact on Instruction

In addition to data-driven differentiation within instruction, students will each have individual learning paths based on baseline assessments given during the first several weeks of school for both mathematics (NWEA MAP) and literacy (STEP). Small group, differentiated instruction will be developed from this data and implemented by co-teachers in flexible groupings. Additionally, Movement School University City will implement extended school days four days each week wherein students will receive 40 minutes of additional instructional time. This time will be teacher-led and implemented in 8-week cycles. Student attendees will be selected based on their performance on quarterly math and literacy interim assessments. Ultimately, these structures and practices provide our teachers with a systematized framework that allows them to easily and regularly assess and track student progress and tailor their teaching approach accordingly, resulting in targeted curriculum adjustments and increased student achievement over time.

***Q131152. 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.**

Answer:

We will assess multiple data points when making decisions on student promotion and retention. Focus areas for individual student decisions include:

- performance on state-mandated testing
- grades based on classroom performance
- teacher recommendations
- maturity and age appropriateness
- academic growth

If promotion is in question, the following process will be implemented by an advisory committee established to arbitrate matters of promotion and retention:

- Students who are behind after Q1 will be identified by grade-level teams, and students who remain behind after Q2 will be added to a working list provided to the Intervention Team. Parents will be notified of their child's progress.
- Students who remain behind after Q3 will be identified through an official "Promotion in Question" list provided to the Intervention Team. Parents will be notified of this decision.



- The Intervention Team will work with the student advisor to collect appropriate documentation regarding promotion/retention including: classwork, teacher observations, and assessment results in areas of deficiency.
- Though the parents of the child will be notified throughout the process, in Q4 they will have the opportunity along with a representative from the Intervention Team and the student's teacher to present their situational assessment to the advisory committee.
- The advisory committee will review all appropriate documentation and peripheral circumstances and issue a decision regarding the student. This decision will be provided to the Principal who has the ultimate authority to either accept or deny the committee's decision.
- If accepted, the parents will be notified within 24 hours, and if denied the Principal must give a written explanation as to why and notify the parents within 48 hours

With some students there are additional requirements or special circumstances that warrant exceptions to this promotion policy which include:

- We will abide by state mandates as outlined in the Read to Achieve legislation for third grade students and will retain any student who does not meet the legislations criteria for promotion.
- We will review all IEPs for EC students to determine which students met their IEP goals. The students who achieved all IEP goals set will be promoted regardless of performance on standardized tests and grade level assignments.
- We will promote EL students who are still below grade level due to language deficiencies who have less than two years of EL instruction, unless a strong case can be made for benefits of retention.

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- We will promote EL students who are still below grade level due to language deficiencies who have less than two years of EL instruction, unless a strong case can be made for benefits of retention.

Q132. 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.

Exiting students should be at or above grade level in reading and math as measured through state-approved standardized testing. Alternative assessments as well as proficiency as demonstrated through reading and math portfolios can also fulfill the existing requirements per the approval of the school Principal.

Teachers will notify the parents of students who are at risk of not meeting these standards and establish an intervention plan in partnership together. Parents will ultimately have the option to retain their student at Movement for an additional year if deemed necessary.

9.5. School Culture and Discipline

Q133. 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.



The Movement School University City ethos is best captured by our commitment to "love and value" students. We translate this statement into culture and action in many ways. First, we note that the best way we can love and value students is by educating them well and working diligently to help them excel. We also believe that each child is valuable not simply because of their ability to perform (academically or otherwise), but because of their unique value as a human being. Furthermore, we believe that to love someone is to act in their long-term best interests. This can mean challenging and pushing students to overcome current obstacles for future benefits.

We also describe Movement Schools as "family schools." Teachers, administrators, and board members have their own children enrolled at Movement schools. This reflects our commitment to building exceptional schools and then making them accessible to all students regardless of economic background.

Finally, we believe in developing not only "good students," but also "good people." This commitment is reflected in our focus on virtue and character instruction. Movement School University City provides 100 minutes of social-emotional, character instruction per week. We provide specific character development lessons reinforced by our school virtues for students. Every day starts with Movement School University City's students reflecting on those virtues.

Movement School University City will also partner with C4 Counseling to provide trauma care and SEL curriculum supports through Miss Kendra's Programs. The interventions used by C4 and within Miss Kendra's Programs are evidenced-based and known nationwide for reducing rates of both suspensions and referrals in schools around the country. They are also designed to build resilience to minimize the impact of Adverse Childhood Experiences. By working alongside EC team members, C4 is also able to teach tiered-level interventions to support students with IEPs, 504 plans and other unique needs.

Q134. 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.



Launching Movement School University City with only grades K and 1 helps us immediately build a strong culture. Our students and families grow up knowing the Movement School culture and passing that along to future groups of students.

During the summer, we host "Commitment to Excellence" meetings. During these meetings, enrolled parents and students meet with teachers and administrators in small groups. We describe the core academic and behavioral expectations of the school. Parents, students, and administrators each sign a commitment of excellence to each other. We also use these meetings to perform early diagnostics of incoming students to identify special needs and prepare to meet each child at their level from day one.

We also host three weeks of teacher training prior to the first day of school. Much of this time is focused on reviewing and rehearsing our opening weeks of schools, school welcome, and common school procedures and behavior expectations. We then teach our students these expectations during the first few weeks of school. We put in this work prior to the first day of school to ensure that the first days and weeks of school set a strong tone for the rest of the year.

Students entering the school mid-year will have similar commitment to excellence meetings and will receive an abbreviated form of orientation.

Q135. 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.**



Our discipline plan rewards students for appropriate behavior and gives negative consequences for inappropriate behavior. Rules posted include:

- Follow directions the first time given
- Get attention the right way
- Keep hands, feet, and mouth to yourself
- Transition quickly and quietly
- Be in "Learning Position" at appropriate times.

When students follow the rules they are rewarded through programs designed to incentivize positive behavior such as student of the day, awards, and a classroom positive behavior management system such as Class Dojo.

Our Code of Conduct is designed to ensure students are abiding by the rules and not disrupting others. It is a top priority for every child to feel safe at Movement School University City in order to create an effective learning environment. The hierarchy for consequences and other specific disciplinary processes and appeal information will be found in our Student Handbook. Teachers will also be trained to implement components of the Positive Behavioral Interventions and Supports (PBIS) in order to highlight and encourage the positive behaviors displayed within the student body.

Certain behaviors that are so serious in terms of the disruptive effect upon the operation of the school may be deemed Exceptional Misconduct. Exceptional Misconduct may warrant immediate short-term suspension, exclusion, or expulsion. These type of behaviors include, but are not limited to:

- possession or sale of a controlled substance
- profane or vulgar language directed to and in the presence of a staff member
- arson
- all fighting and/or assault and battery
- harassment
- defacing, misuse or destruction of property
- defiance of school authority
- possession of dangerous weapons
- theft

The School Director will involve the special education coordinator for any disciplinary actions involving students with disabilities. Any behavioral challenges will be reviewed in light of any existing 504 plan or IEP. After reviewing these plans, consulting with the parents, the EC Coordinator, and any contracted specialists, the school will determine an appropriate intervention and or discipline plan.

If a child is removed from school or otherwise disciplined under, a parent can meet with the School



Director. If the parent is unsatisfied with the outcome of the meeting with the School Director, they can request an appeal through the Movement Schools Board of Directors' Grievance Committee.

9.6. Certify

Q136. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q137. Explanation (optional):

This subsection is 100% the work product of the Movement School Board. Sections of it have been copied, pasted, and modified from previous Movement School applications.



10. Governance and Capacity

10.1. School Governing Body

Q138. Organization Street Address (if you have one)

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


10.2. Governance

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


Q139. 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 t...

Applicant Evidence :


Q139.InitialMember...

Uploaded on **4/27/2023**
by **Tim Hurley**

Q140. 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 school board will be the governing body for the school. The board will be responsible for hiring the lead administrator, developing and monitoring an annual budget, evaluating the lead administrator, and monitoring programs and services.

The board is also responsible for consulting in the general areas of staff size, strategic long-term and short-term planning, professional development, key hires, and financial allocations. It is the responsibility of the board to ensure financial resources are available for the sustainability and growth of the school. The board will ensure the school remains in compliance with all federal, state, and local laws. The following positions will be held on the board: Chairman, Vice Chairman, Treasurer, and Secretary. Responsibilities for these roles can be found in the attached by-laws.

Through our quarterly assessments and monthly board meetings, the board will observe and advise the Principal closely during the first year. Our Principal will also receive an annual performance evaluation to track progress and measure performance goals.

Additionally, Movement Schools' CEO oversees operations across all schools within the Movement network. This does not change the duties or function of the board; rather, it provides another direct layer of oversight and support for our school Principal.

Q141. Describe the size, current and desired composition, powers, and duties of the governing board.

We currently have 7 voting members and 1 ex officio member on our governing board. Our bylaws allow for up to 15 board members.

The Chairperson is the Principal officer of the corporation. They will preside at all meetings of the board of directors and establish the agenda for all meetings. The Chair will also appoint all committees and other boards. Along with the Secretary or any other authorized officer, the Chair will execute any deed, mortgage, lease, bond or other instrument which the board of directors has authorized to be executed with exceptions mentioned in the by-laws.

The Vice Chairman will perform duties specified by the board or the Chair.

The Treasurer will oversee and supervise accounting practices and financial operations employees, maintain books of account, have charge over all funds and securities of the corporation and be responsible for the receipt and disbursement thereof, chair the finance committee, and present financial reports to the board on a timely basis.

The Secretary will record the meeting minutes, see that all notices are duly given, be a custodian of the corporate records and the seal of the corporation, chair the nominating and governance committee, and perform other assigned duties.



Q142. 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.



Collectively, our governing board has deep roots in education, non-profit leadership, finance, real-estate and construction, and the law. This body has successfully launched three charter schools in Charlotte, each of which launched on time in their permanent facility.

Tim Hurley, Board Chair: Tim Hurley brings more than 20 years of educational and non-profit leadership expertise to the board. Tim spent nine years leading Teach For America, first in Charlotte then across the Carolinas. In this role, he oversaw the recruitment, training and support of 600 teachers annually and was responsible for raising a \$12,000,000 annual budget. Under his leadership, Teach For America was repeatedly recognized by UNC as the state's leading source of high-performing and racially diverse teachers. Tim also served as an elementary teacher and department chair at a Title 1 School in rural Mississippi. He earned a law degree from Stanford University where he received a full scholarship and was a Senior Editor of the Stanford Law Review. His studies focused on educational law, labor and employment, and nonprofit leadership. During law school, Tim worked in the Office of Governor Haley Barbour and for the Mississippi Center For Civil Rights. Tim also completed the RELAY Graduate School of Education National Principal Supervisory Academy where he graduated with distinction.

Jason Terrell: Jason currently serves as a program director for the Walton Foundation. He was previously co-founder and Executive Director of Profound Gentlemen, a nationally recognized non-profit dedicated to recruiting and retaining men of color in teaching roles. Recognized as one of Forbes' Top 30 Under 30 in 2017, Jason comes to the board with more than 10 years of experience in education as a teacher leader and program developer. A Teach for America alum of North Carolina, Jason is a former New Venture Fellow and secondary English teacher. Jason brings his experience in education as well as expertise in charter development to the board.

Montell Watson: Montell brings experience in community engagement, financial analytics, and performance management. Prior to working with Movement Mortgage, Montell was a financial advisor with TD Ameritrade where he worked with high net worth individuals and was consistently recognized as a top performer. Montell had over 700 individual clients with over \$1bn collectively under management. He would assist in financial planning, portfolio building, and helping ultra networth individuals partner with specific boutique wealth management first within TD Ameritrade's "Advisor Direct" platform. Since Montell has been with Movement Mortgage, he has developed and launched Movement's consumer direct sales vertical and manages a p/l of over \$12m in revenue. Montell has also developed and manages Movements Minority mortgage initiatives which has helped provide education and awareness to help more minorities grab the keys to homeownership by partnering with nonprofits such as the Westside Education Thinktank, Wilmington Family Housing, and the Goodwill. Montell received his BA of finance and accounting from Elon University in 2007.



Michelle Donnelly: Michelle currently works as Executive of Market Access, Strategic Partnerships, and Managed Market Analytics at Takeda Pharmaceuticals. She previously led a progressive, 20-year career at Eli Lilly and Company, one of the leading pharmaceutical and biotech companies in the world. Within this \$21-billion enterprise, she served as an executive leader within its largest business unit, Lilly Biomedicines. Michelle brings two decades of corporate leadership experience to the Movement School board. She has served as a trusted strategist, advisor, and business partner to the C-suite and board executives at global private enterprises across the healthcare, pharma, biotech, and financial services sectors. She is a graduate from Harvard Business School's Global General Management program and the Owens Graduate School of Management's Leadership Program at Vanderbilt University.

Lorraine Roussel: Lorraine has more than 5 years years of experience representing school boards in NJ with special emphasis on special education law and labor and employment law. While serving as board counsel, she advised and directed public and private school boards with regard to employment contract negotiation, policy writing, student and sta⁰⁰² handbooks, special education matters, HR issues, internal investigations, and overall general board governance. She also conducted in-service educational programs for sta⁰⁰² on a wide-range of topics including special education, bullying and harassment, con⁰⁰²ict resolution, and parent-teacher communication. She graduated in 2001 from University of Virginia with a BA in History and earned JD in 2004 from Wake Forest University School of Law.

Kerri-Ann T. Thomas (KTT): KTT brings over a decade of educational and school leadership expertise to the board. KTT served as a teacher, academic dean, Principal, and regional superintendent with the Achievement First charter school network in New York and Connecticut. As Principal, she led the strongest turn-around in the history of her network, leading her school to become the number 1 elementary school in Hartford, CT and the only school in the network to hit every academic goal K-4 in every subject. KTT was the youngest regional superintendent in the history of the Achievement First network. Under her leadership all NY elementary Principals achieved strong or exemplary performance on the Achievement First report card. KTT is a published author, holds an MAT from Columbia Teachers College, and a BA from Spelman College.

Garrett McNeill: Garrett brings a tremendous amount of experience in nonprofit leadership, financial analytics, and real estate development. Prior to working with Movement Foundation, Garrett was a financial advisor with Hermitage Wealth Management working in boutique wealth management in a season where their team was recognized as one of the top 10 401(k) advisory firms in the nation for small businesses. With over \$1bn collectively under management, he worked in an executive role as the Director of Client Engagement and also assisted in financial analytics with regards to portfolio building and assessment to suit client's needs. Upon arriving at Movement Foundation, Garrett has assisted the team in the areas of finance and real estate acquisition and



development. To date, he has helped the Movement Foundation acquire multiple properties and redevelop them into schools, community centers, medical office buildings, and additional non-profit institutions. In the last five years, he has led construction efforts that have culminated in over 300k square feet of redeveloped space and managed over \$60mm in the acquisition and redevelopment process. Garrett has also helped navigate two rezoning petitions for Movement School as well as assisted in engaging local partnerships through his non-profit connections which have culminated in millions of dollars saved through strategic collaborative endeavors.

Michelle Crawford: Michelle brings more than 18 years of experience working with and coaching both children and adults in the fields of nutritional health, fitness and wellness. She started her own Crossfit gym/fitness facility in 2010 and continues to run and direct that facility as well as manage corporate relationships where she and her staff provide health and wellness teaching and programming for the business's employees. Additionally, Michelle has actively been coaching elementary and middle school-aged kids in various programs ranging from Girls on the Run to local youth sports leagues. She also has significant experience in the fundraising space, organizing multiple efforts for her own gym members to raise money to construct a fitness facility at the Charlotte Rescue Mission where she later wrote the fitness curriculum and led a coaching staff to assist residents in recovery. Furthermore, Michelle brings legal experience to the board as she graduated from Wake Forest University Law School in 2003. She has an active bar membership in NC and has continued to use her degree to assist many members of the local community in a pro bono capacity.

Q143. 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 board will be in charge of approving and monitoring the school budget. The board will recruit and hire the lead administrator, and it will also be involved in a consulting capacity towards strategic staffing plans. The board will also support the school's initial marketing efforts. Long and short-term planning sessions will be conducted by the board along with the lead administrator, and the board will regularly monitor operational effectiveness and financial viability using various metrics.

Movement School University City recognizes the need for strength among various skill sets for the successful growth of the school. The areas identified as most important include but are not limited to: education, finance, operations, marketing, real estate, and construction. Great community and local government relationships are also vitally important to the success of the school.

With the current structure, the board has representation in each of these key areas. One of our board members spent nearly a decade leading an educational non-profit focused on recruiting, training, and supporting teachers in Title 1 schools. Another board member served as Principal and regional superintendent for one of the most successful charter networks in the nation. Another board member has been a long-time board member at Sugar Creek Charter School, one of the longest-standing and most successful urban charter schools in the state. Other board members hold executive positions in multi-billion dollar companies focusing on lending, development, financial operations, marketing, and human resources. Through this expertise and the experience and knowledge of other members who have established start-up businesses with tremendous success, this board represents the best possible collective of talents to ensure educational and operational success.

The current board is highly committed to establishing a productive culture, and due to this, evaluation is necessary to measure successful implementation. The board has developed an annual school report card and an annual Principal evaluation to evaluate the effectiveness of our schools.

Lastly, the Movement School University City board understands that true success is only possible through the buy-in of the greater community and parents. We currently have one Movement School Eastland parent who is a member of our board, and we continue to look for opportunities to partner with our parents and caregivers and seek to be part of the fabric of the greater community and not an entity set apart. Intentional partnership is critical to the success of the school, and our board members engage with caregivers in a variety of ways, including attending school events, hosting Zoom information sessions with parents and guardians, and reviewing caregiver feedback via school surveys.

Q144. 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 founding board members of Movement School University City come from a variety of background but all share a deep commitment to expanding educational opportunities for students in need in North Carolina. They were selected with a focus on building out a skill set needed to help the school excel.

If a position is vacated, a meeting will be held to open the floor for potential replacement candidates within 2 (two) weeks of the board member's departure. After recommendations are made and evaluated, the board will have an additional 4 (four) weeks to select a replacement, which will be ultimately decided by vote. This replacement will then go through 8 (eight) hours of educational and field training before officially becoming a Movement School University City board member.

Q145. Describe the group's ties to and/or knowledge of the target community.

Our board chair has spent 13 years working directly with students, teachers and schools in the target area. Six of eight board members are long-term residents of the Charlotte metro area and are familiar with the target area through their personal and professional work. Two board members live in Atlanta. Jason Terrell is a former Charlotte resident and former teacher in Charlotte Mecklenburg School who recently moved to Atlanta. Kerri Ann T. Thomas commutes to Charlotte weekly and spent her career as a teacher, principal, and superintendent at a charter network that excels at serving students and families from low-income backgrounds.

Q146. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.



The board will convene in regular monthly intervals for strategic planning and monitoring of performance goals. All board meetings abide by North Carolina open meetings law requirements. The time, location, and dial in options for all board meetings are posted online for school stakeholders and the general public to easily access.

Below is an outcomes-based calendar of board objectives.

- JULY
 - Review final board-wide dashboard for prior year
 - Review preliminary year-end financial review
- SEPTEMBER
 - Review school launch wins/losses
 - Review finalized ADM and budget
- OCTOBER
 - Review and approve audit
- NOVEMBER
 - Review final standardized test results and reports
 - Review Interim Assessment #1 data
- DECEMBER
 - Review mid-year progress against RELAY dashboard
 - Set priorities for 2nd semester
 - Participate in holiday staff appreciation
- JANUARY
 - Review Interim Assessment #2 data
- FEBRUARY
 - Complete annual board self-assessment
- MARCH
 - Complete review of by-laws and board policies, if applicable
 - Collect annual conflict of interest disclosure forms
- APRIL
 - Review and approve preliminary enrollment and budget assumptions for next year
 - Review Interim Assessment #3 data
- JUNE
 - Complete school leader annual performance evaluation
 - Elect new board members
 - Elect board officers

The board will convene in regular monthly intervals for strategic planning and monitoring of performance goals.

Q147. What kinds of orientation or training will new board members receive, and what



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

New board members will be required to complete onboarding sessions focused on the 3 following areas within the first 6 months of joining the board. The three focus areas are:

Characteristics of Effective Charter School Boards

We will use *Board Meetings: A Guide for Charter Schools* as the primary text for onboarding board members in this area. Specific training topics include: Role and Responsibilities, Financial Monitoring and Accountability, Real and Perceived Conflicts of Interest.

Our Educational Approach

Board members will meet with the Principal or a member of our administrative team to learn about our educational approach and philosophy.

Community Connections and Engagement

Board members will meet with community members and local community groups to learn about the Charlotte community.

Current board members will be required to complete one ongoing professional development session annually. Current board members will have the opportunity to attend sessions on the topics listed above. We will also add opportunities based on board member input and the needs of the board. Potential additional topics include:

- Talent Recruitment 101 - Guest speaker who specializes in recruiting educational talent will give a presentation around techniques for recruiting and retaining high-performing Principals and teachers.
- Marketing 101 - A guest speaker who specializes in all forms of marketing will give a presentation around digital marketing techniques, website design, and other elements directly related to Movement School University City's marketing efforts.
- School Visit - Opportunity to visit high-performing charter schools to ask questions with key administrators and teachers and tour their facilities.
- Local Government - Meeting with local city council person for the site location to discuss initiatives the city is involved in along that particular area of Charlotte.
- Legal Brief - A local charter school legal expert will be on hand to discuss legal issues frequent to charter schools in North Carolina and answer any questions the board may have.

Q148. 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.



Board members will be given a questionnaire at the beginning of their term asking for any potential conflicts of interest.

Frequent areas of conflict will be highlighted, and the member will also have an opportunity to express any additional areas of perceived conflict. If areas of perceived conflict are deemed too excessive by the other board members or by a governing authority within the NC Office of Charter Schools, that member will be asked to immediately recuse themselves from the board.

Frequent conflicts of interest include but are not limited to:

1. Financially beneficial relationships with vendors, out-of-school providers, or consultants
2. Confidential information regarding students
3. Confidential information regarding staff
4. Acceptance of gifts or favors
5. Business affiliates receiving financial benefits from the school
6. Relationship with individuals on staff at the school
7. Parent of a child attending the school
8. If occasional conflicts of interest occur, the board member shall be excused from relevant decisions and voting, and excluded from quorum requirements for that meeting.

Q149. Explain the decision-making processes the board will use to develop school policies.



Our policies will be measured against the applicable state and federal laws for charter schools. We will seek legal counsel when drafting school policies to ensure this standard is met. Overarching operational, financial, educational, and cultural policies will be set by the board. The lead administrator and key staff will be responsible for the day-to-day operations of the school and will provide reports to the board on a monthly basis. The lead administrator and key staff will develop policies for the upcoming school year based on successes or failures from the past year. These policies will be voted on by the board before the beginning of the new school year. The board also has the ability to add policies not addressed by the lead administrator. Typically this includes, but is not limited to, performance goals, facilities and operations, and financial policies.

When deliberating on policies, the board decision-making process will include:

Gathering and distributing applicable data points - This phase of the process involves the vetting of the policy at hand. The data must indicate what is being proposed, why it is needed, when implementation should begin, and how it will be implemented. The information should then be disseminated among the members of the board.

An open forum (if appropriate) - At an open forum, the lead administrator and key staff are invited to participate in the discussion with the board. At the open forum, information about the potential impact and cost of the desired policy should be discussed. It also allows the board to get direct communication with the staff involved in implementing the policy.

Board Discussion - The board will discuss the data and any relevant information that was discovered in the open forum. Potential alternatives are discussed, and the board expresses their individual opinions as they work towards a collective solution.

Full Agreement - After deliberating, the board must vote to either approve or deny a policy. While it does not require unanimous consent for a policy to be approved or denied, the board will work to come to a full agreement on every policy. Even dissenting board members are asked to support the overall board's decision regarding every policy in order to create a united front in school governance.

Comments

Movement School University City's policies will be measured against the appropriate laws dictated by the North Carolina State Laws for Charter Schools. The board will seek legal counsel when drafting school policies to ensure this standard is met. The overarching operational, financial, educational, and cultural policies will be set by the board. The Principal and key staff will be responsible for the day-to-day running of the school and will provide in-depth direct reports to the board on a monthly basis. As the overseer of day-to-day operations, it will be the responsibility of the Principal and key staff to develop policies for the upcoming school year based on successes or failures from the current year. These policies will be voted on by the board before the beginning of



the new school year and either approved or denied.

The board also has the ability to add policies not addressed by the lead administrator and key staff. Typically this includes, but is not limited to, performance goals, facilities and operations, and financial policies. Once approved, the policy implementation will be the responsibility of the lead administrator and key staff

When deliberating on policies, the decision-making process at Movement School University City will include:

1. **Gathering and distributing applicable data points for a particular policy** - This phase of the process involves the vetting of the policy at hand. The data must indicate what is being proposed, why it is needed, when implementation should begin, and how it will be implemented. The information should then be disseminated between the members of the board.
2. **An open forum (if appropriate)** - At an open forum, the lead administrator and key staff are invited to participate in the discussion with the board. At the open forum, information about the potential impact and cost of the desired policy should be discussed. It also allows the board to get direct communication with the staff involved in implementing the policy.
3. **Open discussion** - The board meets to discuss the data and any relevant information that was discovered in the open forum. Any potential alternatives are discussed, and the board expresses their individual opinions as they work towards a collective solution.
4. **Full agreement** - After deliberating, the board must vote to either approve or deny a policy. While it does not require unanimous consent for a policy to be approved or denied, the board will work to come to a full agreement on every policy. Even dissenting board members are asked to support the overall board's decision regarding every policy in order to create a united front in school governance.

Q150. 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.

Movement School University City will establish a Parent Advisory Committee that will report directly to the Principal. The Parent Advisory Committee will be composed of two parents from each grade level at the school selected via staff nominations and a parent vote. The committee members will each serve a yearlong term in accordance with the academic calendar. They will advise the Principal on matters self-directed or as requested by the Principal and represent the interests/concerns of the greater population. The council will have no formal authority, but may request to present interests/concerns to the board of directors where applicable.

Q151. Discuss the school's grievance process for parents and staff members.



Any parent or staff who feels they have been treated unjustly or unfairly for any reason will have recourse to have the issue heard. Parents and staff members should normally attempt to address concerns informally, directly, and expressly, with those immediately involved in the matter. However, if such informal attempts are unsuccessful or, in rare circumstances, are not feasible, the parent or staff member should follow the procedure below:

Step 1: To begin the formal Problem Resolution procedure, the parent or staff member should discuss the issue with the Lead Teacher promptly following the event. If it is a matter not under the direct supervision of a Lead Teacher and deals with matters of operations, finance, or general concern, the parent or staff member should discuss the issue with the School Business Manager promptly following the event.

Step 2: If the parent or staff member feels that s/he has not received fair treatment, or is otherwise not satisfied with the response, they may file an official grievance with the Assistant Principal.

Step 3: If the parent or staff member still feels that s/he has not received fair treatment, or is otherwise not satisfied with the resolution of the grievance, they may continue the grievance process. The parent or staff member has ten days to submit their intent to continue the grievance process with the school director.

Step 4: If no resolution can be reached, the parent or staff member must submit a written request through the Principal to the Grievance Committee of the School Board in order to seek a final resolution. This request must be submitted within ten days of receipt of the school director's decision. All decisions of the Grievance Committee are final.

Q152. **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).**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5



Applicant Evidence :


Movement School O...


Uploaded on **4/28/2023**
by **Tim Hurley**

Q153. 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

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

Resources


Charter School Boar...

Applicant Evidence :


Board Statements.4...

Uploaded on **4/27/2023**
by **Tim Hurley**

Q154. 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.**


Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 50

Resources


Charter School Boar...

Applicant Evidence :


Criminal Background...


Uploaded on **4/27/2023**
by **Tim Hurley**

Q155. 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.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 3

Applicant Evidence :


2022-2023 Board Byl...

Uploaded on **4/27/2023**
by **Tim Hurley**

Q156. Attach Appendix K Articles of Incorporation or Municipal Charter

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



Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :


Q156.ArticlesofIncor...

Uploaded on **4/27/2023**
by **Tim Hurley**

10.3. Staffing Plans, Hiring, and Management


Q157.**Projected Staff** Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

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

Resources


Staffing Chart Templ...

Applicant Evidence :


Staffing Chart Templ...

Uploaded on **4/28/2023**
by **Tim Hurley**

Q158.**Staffing Plans, Hiring, and Management** Explain the board's strategy for recruiting and retaining high-performing teachers.



We are dedicated to recruiting and retaining exceptional educators and staff.

Our primary recruitment strategies include:

Teacher Referrals: Our greatest source of new teachers is current teachers. As needed, we offer referral bonuses to staff members.

Digital Advertising: We contract with a digital marketing firm to market our school via Facebook, LinkedIn, and Google Ad Words. Ads support three primary objectives: staff recruitment, student recruitment, and general awareness.

Email and Text Notifications: We distribute notifications of open teaching positions to our contact list of over 2,500 individuals interested in supporting Movement Schools.

Job Boards: Using Taleo we post open positions to leading job boards such as Monster and Indeed.

LinkedIn: Board members reach out directly to strong staff candidates in their personal and professional networks via LinkedIn.

Teach For America: We leverage connections with the broader organization to source talent from a national pool of exceptional and diverse educators and leaders.

Our primary strategies for retaining exceptional teachers include:

- Hiring exceptional school leaders
- Building a positive culture and investment in a meaningful mission
- Providing extensive professional development and coaching opportunities
- Competitive salary, benefits, and unique employee assistance program
- Creating opportunities for additional leadership opportunities and promotion as the school grows

Q159. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.



We have not yet identified our Principal. Please see Appendix 4 (https://drive.google.com/file/d/16Nbutj4bqWGwE3-7i9OibVTCjypfUPmN/view?usp=share_link) for our Principal job description.

Recruitment Methods

Principal-In-Residence Programs (PIR): We have established PIR programs at Movement Freedom and Movement Eastland. The goal of these programs is to build a pipeline of talent to launch future Movement Schools. We have multiple strong candidates in the programs and expect that the Principal of Movement School University City will come from this pool.

External Sourcing: We will also post the role and consider external candidates. Our primary recruitment methods are:

- Referrals: Our greatest source of new leaders are current leaders.
- Digital Advertising: We contract with a digital marketing firm to market our school via Facebook, LinkedIn, and Google Ad Words.
- LinkedIn: Board members reach out directly to strong staff candidates in their personal and professional networks via LinkedIn.

Timeline

- Post role--January 2024
- Begin Interviews--March 2024
- Hire candidate-April 2024
- Candidate starts--July 2024

Q160. Attach in Appendix O the School Leader's Resume If the school leader has been identified, include the school leader's one-page resume in Appendix O.

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

Q161. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

The school board is responsible for hiring, evaluation, and termination of the Principal. The Principal will supervise teachers. The Principal will be responsible for the recruitment, hiring, evaluation and termination of teaching staff. However, the school staff can interact with the board by attending regular board meetings.

Q162. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.



Hiring Procedure:

- Submitted resumes are reviewed by the administrative staff.
- Panel interviews are conducted.
- When appropriate, Movement School requires demonstration lessons.
- An offer letter is sent to the employee.
- We will conduct national criminal background checks for every staff position.

Dismissal Procedure:

- All employees are at-will employees. Every effort will be made to assist employees who are not performing adequately to improve their job performance.

Q163. Outline the school's proposed salary range and employment benefits for all levels of employment.

We will invest to hire and retain our most talented educators. We have budgeted for annual salary increases of 3%, depending on teacher performance. All full-time staff will receive access to a health insurance package and retirement savings plan upon their hire date. An explanation of benefits will be provided along with the rest of their onboarding paperwork.

- Principal: \$90,000-\$110,000
- Assistant Principal: \$70,000-\$90,000
- Operations Director: \$70,000-\$90,000
- Receptionist: \$25,000-\$35,000
- Nurse: \$30,000-\$45,000
- Teacher: \$37,000-\$80,000
- Teaching Assistant: \$30,000-\$45,000
- EC Coordinator: \$45,000-\$70,000

For the 2022-2023 school year, the North Carolina certified teacher salary schedule started at \$37,000 (Source: NCDPI). We are intentionally offering a competitive salary to teachers, starting our pay at \$37,000 in order to attract and retain talent.

Q164. Provide the procedures for handling employee grievances and/or termination.



Any employee who feels that they have been treated unjustly or unfairly for any reason has recourse to have the issue heard. Employees should normally attempt to address concerns informally, directly, and expressly, with those immediately involved in the matter. However, if such informal attempts are unsuccessful or, in rare circumstances are not feasible, the employee should follow the formal "Problem Resolution" procedure below:

Step 1: To begin the formal Problem Resolution procedure, you should first discuss the issue with your Lead Teacher promptly following the event.

Step 2: If the employee feels that (s) he has not received fair treatment, or is otherwise not satisfied with the response, the employee may file an official grievance with the Assistant Director.

Step 3: If the employee still feels that (s) he has not received fair treatment, or is otherwise not satisfied with the resolution of the grievance, the employee may continue the grievance process. The employee has ten days to submit their intent to continue the grievance process with the school director.

Step 4: If no resolution can be reached, the employee must submit to the school director a written request to the Grievance Committee of the School Board in order to seek a final resolution. This request must be submitted within ten days of receipt of the school director's decision. All decisions of the Grievance Committee are final.

Q165. Identify any positions that will have dual responsibilities and the funding source for each position.

We do not anticipate having any positions with dual responsibilities.

Q166. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.



We are committed to hiring the appropriate staff to allow the best opportunity for ALL students to excel, including those who have special needs, are ELL, or are gifted.

As noted in the budget, we have allocated funds for:

- EC Coordinator
- Dedicated EC teachers
- Contracting with speech therapists, occupational therapists, physical therapists, clinical psychologists and other specialists as needed

In the hiring process, preference will be given to teachers holding a teaching certification in more than one of the certification areas of ELL, EC, or gifted students. We are committed to providing opportunities for teachers to become dual-certified in areas the school deems the highest priority.

Q167. 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).



Principal: should possess an advanced degree (Master's or greater) in education or a relevant field, teaching experience, previous school leadership experience, and possess or work to possess North Carolina Principal Certification.

Responsibilities include:

- Oversee all curriculum and school programming
- Direct reporting to the Board of Directors
- Manage staff and the day-to-day operations of the school
- Monitor the school's financial position, student performance goals, operations, and staff satisfaction
- Implement the mission and culture desired by the Board of Directors
- Spokesperson for the school with local or national media engagements
- Ensure student and staff safety
- Develop long/short term strategic goals annually to present to Board of Directors
- Recruit and retain staff who are effective and are invested in the school's mission and culture
- Comply with all NC charter and public school laws and requirements

Assistant Principal: must possess a Bachelor's degree from a four-year institution; a master's degree is preferred. Must be certified as a school leader per North Carolina guidelines and requirements; If not currently certified, the ability to obtain necessary state certification is required within the first two months of employment. Must have at least three years of K-12 full-time lead teaching experience with a record of high student achievement and at least one year of experience coaching and leading adults to obtain high student achievement.

Responsibilities include:

Coaching and developing staff to achieve excellent student outcomes:

- Analyze school-wide data in order to design responsive and effective student interventions.
- Develop highly effective instructional curriculum and schedule, in collaboration with the Principal and network leaders
- Observe lessons regularly and deliver targeted feedback to teachers.
- Collaborate with grade/subject teams to plan units, lessons and assessments; regularly share feedback.
- Assist teachers to devise and monitor high-impact support plans for students.
- Model outstanding instruction for teachers.

Facilitating excellent professional development:

- Coordinate and manage creative, inspiring professional development sessions in line with school goals and priorities.
- Direct the interim assessment process to ensure teachers are using current data to drive instruction; facilitate regular, meaningful interim assessment data debriefs with teachers.



- Lead staff trainings at the start and end of school year and on professional development days

Serve as an active member of the school leadership team:

- Analyze school-wide data in order to design responsive student interventions.
- Track other useful academic data (e.g. homework completion rates); communicate progress to students, teachers, and parents.
- Participate in regular leadership team meetings.
- Work closely with the leadership team to support efforts in character development and positive school culture.
- Assist teacher leaders (e.g., coaches, grade team leaders) in developing leadership skills.

Teachers: must possess a Bachelor's degree from a four-year institution. Teachers fully licensed by the state of North Carolina and teachers with experience are preferred. No fewer than 50% of the teachers employed will be certified through the state of North Carolina.

Responsibilities include:

- Create positive learning environment for students
- Meet school-wide and state-mandated student performance goals
- Attend regular professional development opportunities
- Grade papers and perform other administrative duties
- Observe/evaluate student performance
- Develop curriculum collaboratively with the grade-level team and director of instruction.
- Facilitate instruction for the class as a whole and with individual students when necessary
- Communicate with parents/guardians of students

Exceptional Children (EC) Coordinator: must possess a Bachelor's degree from a competitive college or university with a GPA of at least 3.0, at least 3 years of experience working within special education, License and certification, experience working with a diverse population of students and leading adults is required. Knowledge of a second language is preferred.

Responsibilities include:

- Demonstrate a drive to improve the minds and lives of students in and out of school
- Support character development and positive school culture
- Develop genuine relationships with students and families
- Develop and maintain clear and effective communication with colleagues and school staff
- Work collaboratively with the Director of Academics to support special education and general education teachers in the development and progress of students with IEPs.
- Work collaboratively with the Special Education Teacher, Director of Academics, and other school



leaders to implement Multi-Tiered Systems of Support

- Work collaboratively with the Director of Operations to complete all state and federal funding requirements
- Participate in state special education professional development opportunities
- Ensure all IEP and 504 mandates are followed with fidelity
- Ensure all necessary paperwork required for IEP and 504 development and maintenance is properly done
- Create and maintain a positive, structured learning environment that invites and excites students as they embrace learning
- Ensure the implementation of curriculum resources effectively
- Track, analyze, and monitor student data, and effectively use this data to guide instruction
- Progress monitor students' progress towards IEP goals and objectives
- Effectively communicate student data to students and parents
- Analyze classroom and individual student data and design responsive student interventions
- Actively participate in weekly data meetings, observation/feedback meetings, and other development meetings throughout the year

Exceptional Children (EC) Teacher: must possess a Bachelor's degree from a competitive college or university with a GPA of at least 3.0, License and certification, experience working with a diverse population of students. Knowledge of a second language is preferred.

Responsibilities include:

- Demonstrate a drive to improve the minds and lives of students in and out of school
- Support character development and positive school culture
- Develop genuine relationships with students and families
- Develop and maintain clear and effective communication with colleagues and school staff
- Work collaboratively with general education teachers to support the development and progress of students with IEPs.
- Work collaboratively with the EC Coordinator, Director of Academics, and other school leaders to implement Multi-Tiered Systems of Support
- Follow all IEP mandates with fidelity
- Prepare all necessary paperwork required for IEP development and maintenance
- Create and maintain a positive, structured learning environment that invites and excites students as they embrace learning
- Implement curriculum resources effectively
- Track, analyze, and monitor student data, and effectively use this data to guide instruction
- Progress monitor students' progress towards IEP goals and objectives
- Effectively communicate student data to students and parents
- Analyze classroom and individual student data and design responsive student interventions
- Actively participate in weekly data meetings, observation/feedback meetings, and other



development meetings throughout the year

Teacher's Assistant: must possess an Associate's degree or equivalent experience in educational or instructional setting. At least two years working with children at elementary level is preferred.

Responsibilities include:

- Assist in the instruction of students as advised by teacher
- Manage daily record-keeping procedures
- Create positive learning environment for students
- Assist with all tasks as directed by teacher

Operations Director: must possess a Bachelor's degree from a four-year institution in the fields of Finance, Business, or Operational Management. Must have a basic working knowledge of accounting and appropriate accounting software. Must be proficient with Microsoft Office Suite and have great written and verbal skills. Ability to create working cash flow projections throughout the school year and oversee/manage school personnel. Develop reporting systems and operational frameworks for various tasks and train staff to implement them.

Responsibilities include:

- Maintain financial records and work with CPA to file appropriate paperwork and answer any questions
- Process payroll - Create bi-monthly financial snapshots for the Principal and board of directors
- Manage Accounts Payable/Accounts Receivable, deposits, and work with appropriate vendors
- Publish reports, records, and other data related to the school's finances and operations
- Implement Power School requirements and monitoring

School Nurse: must possess a current license to practice professional nursing in North Carolina. A Bachelor's degree in nursing is required or candidates must have nursing certification and be enrolled in a program to receive a Bachelor's degree.

Responsibilities include:

- Administer medication and develop/oversee health management protocols
- Implement preventive immunization programs, early detection, surveillance and reporting of contagious disease
- Provide health assessment and develop/implement health plan for school
- Develop procedures for crisis intervention for acute illness, injury and emotional disturbance
- Maintain and update health records
- Implement school medication policy and procedures - prepare an annual budget for school health supplies



Receptionist: must possess a High School diploma and have secretarial experience. Candidates must also be proficient with Microsoft Office Suite and possess excellent written and verbal skills.

Responsibilities include:

- Report directly to Office Manager and assist with any tasks assigned
- Answer phone calls and forward or take messages when appropriate
- Assist with parent communication, signing students in and out, and maintain a positive attitude when working with students, parents or visitors
- Make copies, file paperwork, and maintain clean and organized office space
- Maintain inventory on necessary supplies and place orders when needed

10.4. Staff Evaluations and Professional Development

Q168. Identify the positions responsible for maintaining teacher license requirements and professional development.

The Principal will be responsible for maintaining teacher licensure requirements and providing professional development.

Q169. 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.



In accordance with NC State Board of Education policy ID number TCP-C-004, our teachers will participate in the North Carolina Teacher Evaluation Process to assess the teacher's performance in relation to the North Carolina Professional Teaching Standards. This includes the teacher developing a plan for professional growth (PDP). The Principal will conduct the evaluation process annually. Teachers will participate in one of three evaluation cycles (Comprehensive, Standard or Abbreviated) as determined by the teacher's years of teaching experience. All teachers will complete a self-assessment to rate his or her performance using the rubric approved by the NC State Board of Education for evaluating North Carolina teachers. All teachers will use this self-assessment to identify which performance standards and elements to target as professional growth areas on their professional development plan (PDP). Teachers with more than three years of successful teaching experience will participate in either the "standard" or "abbreviated" observation cycle. Teachers with more than three years of successful teaching experience and who are in their license renewal year will be required to participate in the "standard" observation cycle which includes three observations utilizing all five of the NC Professional Teaching Standards with at least one observation being a formal observation with a pre- and post-conference. Teachers participating in the "Standard" observation cycle will also receive a summary rating form during a summary rating conference. All other teachers with more than three consecutive years of teaching experience will participate in a similar but "abbreviated" cycle of observation with two formal or informal observations and a summary rating form that focus only on standards one and four of the NC Professional Teaching Standards.

Teachers with less than three consecutive years of employment must be evaluated on a "comprehensive" observation cycle which includes participation in our Beginning Teacher Support Program. In accordance with NC State Board of Education policy ID number TCP-A-004, beginning teachers in their first three years of teaching will be required to participate in a three-year Beginning Teacher Support Program. During this induction period beginning teachers will have a formal orientation, mentor support by a trained mentor who is successful in their area of licensure, and both formative and summative evaluations. Additionally, beginning teachers will participate in ongoing on-campus professional development provided by the Head of School, Assistant Principal or other designee targeted at the specific needs of teachers in their first three years of teaching. Off-campus conferences and professional development will also be considered in order to provide beginning teachers with opportunities to develop effective professional strategies. Topics of professional development could include (but are not limited to): positive behavior management, the use of effective instructional strategies, the use of data to improve instruction and differentiated instruction.

Mentor teachers or teacher leaders who support the beginning teachers will be provided with professional development from the Principal or designee, such as the Regional Education Facilitator from NCDPI. All mentoring practices will be aligned with the NC Mentoring Standards. Mentors will participate in site-based teacher support activities that further the mentor's understanding of the



NC Mentoring Standards. Providing beginning teachers the opportunity to learn under the direct supervision of expert teachers is a critical component of the Beginning Teacher Support Program at the Movement School University City. Strong mentoring— which includes on-the-job observations and coaching in the classroom—helps retain beginning teachers by making them feel more competent and confident.

Q170. 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.



The school calendar and schedule have been developed to prioritize professional development and growth. Defined systems allow staff to develop routines that they can count on while also allowing enough flexibility to support authentic collaboration.

Starting in the summer and throughout the year, Movement School University City staff members will engage in more than 50 hours of professional learning in the summer, eight hours weekly, and just under 40 hours per month.

We will implement a tiered plan to meet the professional development needs of the teachers. The tiered areas include professional development targeted to:

- teachers new to Movement School University City (after the first year of operation),
- beginning teachers in their first three years of teaching,
- teachers targeted for specific professional development interventions based on classroom observations and walk-throughs,
- teacher leaders/ mentors,
- uniform professional development for the entire faculty

Utilizing a tiered system of professional development allows us to support the effective implementation of the educational program from many angles.

All teachers will engage in summer training, which is dedicated to the use of curriculum, expectations for effective teaching, and student taxonomy (See Appendix 2). This training is continued throughout the year and is complemented by sessions on co-teaching models, teacher practice clinics, and data dags. Led by Kerri Ann Thomas and the Principal, leaders will leverage RELAY strategies and foundations to develop teacher capacity for effective instruction.

Ms. Thomas, a RELAY Graduate School of Education Instructor, will provide teachers with the opportunity to participate in research-based, results-proven programming throughout the year as well. This work will include the completion of lesson study cycles, feedback from administration, creation of units for problem-based study, and engagement in vertical learning walks. The Principal and Ms. Thomas will facilitate these learning communities and select professional development partners.

Internally, teachers will be assigned an Instructional Coach who will execute regularly scheduled observations throughout the school year, which will include rubric-based scoring as well as real-time coaching and post-observation reflections aligned with the Get Better Faster Scope and Sequence Action Steps. Teachers will also have the opportunity to participate in clinical walk-throughs to observe effective implementation of best practices amongst their peers.

Additional internal professional development includes uniform, whole-staff professional development to ensure the consistent and pervasive use of curricula, assessment systems, our instructional framework, and the school-wide behavior plan. Furthermore, our data cycle, in which



instructional staff members consistently analyze data and make appropriate course corrections and adjustments, facilitates effective professional development and growth. Teachers who need additional support in behavior management or instructional design and/or delivery will be provided opportunities to participate in small group discussions and other targeted professional development.

Lastly, an online repository of professional development resources that includes videos, articles and links to pertinent information will be provided and teachers will be assigned different areas of focus based on need. Externally, teachers will be provided with opportunities to participate in local and regional professional development conferences presented by NCDPI, local universities and local RESA agencies.

See Appendix 2 for an example of our professional development calendar.

Q171. 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.



Three weeks prior to the first day of school, all staff will participate in 15 full days of staff development, which will account for approximately 40% of the total professional development hours for the school year. During this time, teachers at the school will receive in-depth training on the following topics: (1) Instructional Framework; (2) Curriculum-specific training, including curricula specific to academic interventions; (3) Norming of behavioral expectations through the explicit teaching of common systems and routines; and (4) Assessment systems.

Instructional Framework: The Instructional Framework at Movement School University City is rooted in three instructional models: Danielson's Framework for Teaching, *Get Better Faster* (Paul Bambrick-Santoyo), and *Teach Like a Champion* (Uncommon Schools). The Instructional Framework emphasizes frequent, deliberate practice and targeted feedback. Danielson's Framework for Teaching focuses on four key domains: planning and preparation; classroom environment; instruction; and reflection, record keeping, and professional development. Similarly, the *Get Better Faster* Scope and Sequence focuses on the same key domains and includes specific action steps for each. These two frameworks, together, provide guidelines for practice, instruction, coaching and feedback. *Teach Like a Champion* provides additional actionable tools aligned with the above frameworks to help teachers improve their practice and help students, specifically those from educationally-disadvantaged backgrounds, on their path to career and college readiness. Additionally, NC Professional Teaching Standards and the NC Teacher Evaluation Process: During the first ten days of employment beginning teachers in North Carolina must be provided with an orientation that includes the NC teacher evaluation process and the NC professional teaching standards. Teachers at Movement School University City will all be given a refresher of the evaluation process which includes a self-assessment and completing the beginning of the year professional development plan.

Curriculum-specific training: Teachers will be provided direct training on area-specific curricula from curriculum developers. Each curriculum has been selected because of its respective proven effectiveness in the academic growth and development of educationally-disadvantaged students from similar demographic backgrounds nationwide. These curricula include: Achievement First Humanities; Contexts for Learning Mathematics (Mathematics); Success for All (Early Literacy/Phonics); Amplify Education (Science); Wilson Language (Early intervention in Phonics/ELA (Grades K-2); and LLI (Intervention in Reading (Grades 3-6).

Norming of behavioral expectations: All faculty and staff members at Movement School University City will be explicitly trained in the establishment and maintenance of consistent school-wide systems and routines as they pertain to behavioral expectations. These routines and procedures include peer celebrations, posture, discourse, arrival and dismissal procedures, safe play (i.e., recess procedures), silent hand signals, calls to attention, lining up and intra-/inter-room transitions, homework expectations, lunch procedures, bathroom expectations, and explicit teaching of the five school-wide virtues (dignity, empathy, perseverance, justice, and gratitude).



Assessment systems: Teachers will receive training on the three online assessment systems used by all schools in the Movement Charter School Network. These systems include Illuminate Education and NWEA MAP Growth assessments for mathematics, as well as STEP literacy assessments for reading.

Q172. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.



Teachers will earn up to 280 hours of professional development within each school year. Since professional development is a cornerstone of Movement School University City, teachers will have many different opportunities to participate in professional development. Teachers will earn hours in general academic topics and more focused topics such as literacy and other specific content areas. The school calendar will contain three full weeks specifically for professional development prior to the first day of school. These professional development days will account for approximately 120 hours of teachers' annual professional development.

Throughout the school year, the school calendar will contain 1-2 full-day teacher workdays (approximately 8-16 hours) each quarter that will be used for professional development, totaling 162 hours each academic year. Additionally, every Friday will be designated as an early-release day for students. After dismissal on those days, professional development will be provided to teachers on various topics (totaling approximately 114 hours annually). These topics will include assessment-specific data analysis, in-depth training on focused topics, and culturally-relevant training specific to understanding poverty and poverty-related trauma, as well as instruction for ELL students.

Finally, professional development will be integrated into every instructional day through the use of real-time coaching (RTC) and grade-level IPP periods that are built into teachers' daily schedules during students' enrichment period(s). During these IPP periods, teachers will meet with their grade-level PLC for 45 minutes each day to engage in collaborative lesson internalization and planning. One-on-one coaching from School Leaders and Instructional Coaches will extend beyond RTC in the classroom to a teacher's individual prep period or after school. This time will be used for individual coaching conversations regarding the individual teacher's instruction, academic/behavioral concerns and data-driven decision-making in accordance with the Instructional Framework outlined above.

As professional development at Movement School University City takes on many forms (i.e., individual coaching, whole group presentations/workshops, virtual presentations/workshops, clinical walk-throughs, data analysis meetings, etc.) teachers will have varied and multiple experiences of professional development. Oftentimes, the professional development will be led by the Movement School Network CEO, School Principal, Assistant Principals, other School Leaders and/or other experts in the field. At times, teachers will be participating in self-guided modules with a required product; or will participate in round table discussions in the form of PLC's, facilitated by a teacher leader or mentor aimed at reflective practice and refining instructional techniques. External professional development opportunities will also be made available to teachers at Movement School University City.

10.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining the necessary financial



resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions 115C-218.45 carefully.

Q173. 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)).

Our mission is to provide exceptional educational opportunities for students from low-income backgrounds. By marketing to our surrounding community and eliminating barriers to attending our school, we will successfully enroll a high percentage of students from low-income backgrounds. See below for more detail on our marketing plan.

Recruitment materials will be available in English and Spanish. We will also engage in canvassing and informational tabling in low-income communities proximate to the school site.



Q174. Describe how parents and other members of the community will be informed about the school.

Our mission is to provide exceptional educational opportunities for students from low-income backgrounds. By marketing to our surrounding community and eliminating barriers to attending our school, we will successfully enroll a high percentage of students from low-income backgrounds.

We will use a variety of in-person, traditional, and digital methods to make sure families know about the school. We will begin by spreading the word among our current parents and email list, which is an audience of nearly 2,000 people. We will supplement this with a steady stream of digital marketing. These ads will include short videos from staff and parents at other Movement Schools. We will also use billboards and radio advertising to boost initial awareness.

This initial outreach will drive people to the school website where they can watch videos and read more about the school. On the website, they will also have the chance to book a school tour or join one of our virtual parent webinars. During these tours and webinars, parents will have the chance to learn even more about the school.

Recruitment materials will be available in English and Spanish. We will also engage in canvassing and informational tabling in low-income communities proximate to the school site.

Q175. 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.



Movement School University City will target its marketing efforts toward Charlotte's University community. It is important to understand the target demographic to best develop adequate marketing mediums and materials. The promotion of Movement School University City will be heavily dependent on digital marketing with some community-centered events and PR/Media.

All marketing materials will state the school is open to all students who meet eligible age requirements and live in the state of North Carolina.

The timeline below details specific strategies and timeframes associated with the overall marketing plan.

July - October 2024 (13 months to launch)

Brand building and initial community outreach

- Press/media announcements regarding launch, site and network expansion
- Brand identity establishment and asset creation including logos, graphics, website pages, social accounts
- Begin school promotion across all digital platforms, starting with interest survey
- Collect parent interest information for future recruiting and promotional use
- Fall groundbreaking ceremony for board members, media and community
- Release timely building progress updates across all platforms to keep momentum

November - December 2024 (10 months to launch)

Launch Fall Enrollment Recruitment

- Begin targeted digital marketing toward Fall 2025 enrollment, including
 - Digital ads
 - 2-4 emails/month
 - 2 SMS texts/month
 - Consistent social posting
- Collect parent interest information for future recruiting and promotional use
- Release timely building progress updates across all platforms to keep momentum
- Press release/media announcement of school Principal + addition of pre-K to all elementary locations

January - March 2025 (8 months to launch)

Aggressive Fall Enrollment Recruitment

- Continue targeted digital marketing toward Fall 2025 enrollment
 - Digital ads
 - Weekly emails
 - 2-4 SMS texts/month
 - Weekly social posting



- Utilize interest lists for targeted communication
- Radio advertising
- Begin networking with local daycare centers
- Release timely building progress updates across all platforms to keep momentum
- Tabling at local community events

April - June 2025(5 months to launch)

Continue Fall Enrollment Recruitment, Reach application goals

- Continue targeted digital marketing toward Fall 2025 enrollment
 - Digital ads
 - Weekly emails
 - 2 SMS texts/month
 - Weekly social posting
- Utilize interest lists for targeted communication
- Radio advertising as needed
- Open House for Founding Family and local leadership tours
- Spring community event either onsite or nearby
- Release timely building progress updates across all platforms to keep momentum
- Announce selected bus stops
- Tabling and door knocking at apartment complexes and dense neighborhoods

July - August 2025 (2 months to launch)

Celebrate site completion, reach remaining enrollment goals

- Continue targeted digital marketing toward Fall 2025 enrollment
 - Digital ads
 - Weekly emails
 - 2 SMS texts/month
 - Weekly social posting
- Ribbon cutting ceremony
- Create media assets including photography and video
- Press release of ribbon cutting/site opening
- Tabling and door knocking at apartment complexes and dense neighborhoods

Q176. 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.



We have designed our school to eliminate all barriers to enrollment for students from low-income economic backgrounds. Specific considerations include:

Transportation: We provide clustered bus stops within a three to five mile radius of the school.

USDA Breakfast and Lunch: We participate in the National School Lunch Program.

Proximity: Our school is located in an economically disadvantaged community.

Language Options: Our website is available in numerous different languages via Google Translate integration and pop-up. Our application and recruitment materials are available in English and Spanish. We run English and Spanish language digital ads and advertise on Spanish-speaking radio. We will aim to have a bilingual family enrollment specialist on staff.

Easy Enrollment: Our application is short and easily completed from a smartphone. All enrolment documents can be uploaded from a smartphone. Parents also always have the option to apply or submit documents in person at the school.

Q177. What established community organizations would you target for marketing and recruitment?

While our primary enrollment drivers are parent referrals and digital marketing, we will also leverage the relationships and partnerships that we have built over the past six years operating our sister schools in Charlotte. Groups we would prioritize outreach too include:

- Local daycares
- Nearby churches / places of worship
- After-school programs (GenOne, OurBridge, UrbanPromise, YMCA, and others)
- Public libraries and county recreation centers
- Parent and community groups

10.6. Parent and Community Involvement

Q178. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.



Website: We will have a Parent Resources page on our website containing links to the most commonly needed documents and information.

Facebook: Each school maintains a Facebook page providing useful information.

Email/Text: We will email and text parents regularly to update them.

Webinar: We will host webinars as needed for parents and community members.

School Events: We will host events for our enrolled families and the broader community. In the past, these events have included things like our Movies in the Parking Lot, Open House, or a Summer Block Party.

Orientation: Prior to the beginning of each school year, all new students and their parents will be invited to an orientation. This orientation will emphasize the culture and expectations of Movement School University City as well as provide an open forum for answering any questions.

Commitment to Excellence Meetings: In addition to new student orientation, Movement School University City will also have a "Welcome Back" night for all students and parents that includes a summary of the previous school year as well as goals, expectations, and relevant information for the upcoming year.

Q179. 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.



Community Events: Movement School University City is dedicated to being a community space. Since opening, our existing Movement Schools have hosted thousands of people on nights and weekends for community events. These events are frequently attended by our parents, and many are hosted and led by our parents. This leads to a rich connection between the school, parents, and our community.

School-Sponsored Events: We also host multiple events specifically for enrolled families. These events have included family reading nights, student performances, movie nights, and family dances.

Teacher-Parent Communication: At the classroom level we will use Talking Point to all teachers to email and text parents directly.

Lunch and Classroom Visits: Our parents are always welcome to come and eat lunch with their child or to observe in the back of the classroom.

Parent Council: We will establish a council of two parents from each grade level to advise the Principal and school board.

Volunteer Opportunities: While Movement School University City will offer traditional volunteering opportunities, the school will also highlight material that encourages parent involvement by creating space at home for productive learning.

Q180. 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.

Key programs that will be offered at the school include:

- Pre-K classrooms for four-year-old students
- Subsidized before and after-school care
- Building available at low or no-cost for evening and weekend community events

10.7. Admissions Policy

Q181. 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

Q185. 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.



We will begin accepting applications shortly after our final approval from the SBE. Open enrollment shall last for a period of no less than 30 calendar days. Our target date for running our enrollment lottery is February 28. After our enrollment lottery, assuming we are not fully enrolled, we will continue admitting students through the first day of school. We will post our application deadline on our website and spread it widely through digital and traditional advertising.

Applications will be available online in English and Spanish via the SchoolMint application management software. Hard copies of the application will also be available at the school site and our sister school sites. Parents can complete their application online or at the school office. Office staff will be available to assist parents.

If the number of applications exceeds the available number of seats, a public lottery will be held in accordance with all North Carolina charter school laws. Movement will use SchoolMint or an equivalent automated enrollment software system to execute the randomized lottery.

Prior to the lottery, applications will be reviewed for completeness and verified for a valid NC address. Each completed application will be entered into the automated enrollment software database. During the lottery, names will be selected at random, by grade, with spots offered in the order of names selected. When the capacity for each grade level is reached, the remaining applications are assigned a position on our waiting list in a randomized order. Only applications completed before the lottery deadline will participate in the lottery.

Per State rules, MS will give admissions preference to children of current employees, Board members, and siblings of current students. If the number of applicants in these groups exceeds the available seats, a separate preference group lottery will be held. Once a student is enrolled at MS, families do not have to re-enroll each year; however, they must submit an "Intent to Return" form so MS administrators can plan accordingly. Any applicant on the waitlist from the previous year, must resubmit an application and participate in the lottery again.

No more than fifteen percent (15%) of the school's total enrollment shall be: A) Children of the school's full-time employees or B) Children of the charter school's board of directors.

All students admitted through the lottery or from the waitlist will receive notification via email and/or text to notify them of the admissions decision. Families must complete and return the Student Registration Packet and supporting documentation within the time frame stated in the admission offer in order to secure their seat(s). If not submitted in time, their seat(s) may be forfeited to the next applicant(s) on the waitlist.

Any student who does not attend the first day of school or call in to notify the school and receive approval from the school of the absence by a Movement School-determined date/time may also forfeit enrollment and be required to complete another application to be considered in the future.



Movement will admit, and/or place in the lottery, any student who completes the application prior to the deadline. Notwithstanding any recent law to the contrary, Movement may refuse admission to any student who has been expelled or suspended from a public school until the period of suspension or expulsion has expired.

10.8. Certify

Q186. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

- Yes
- No

Q187. **Explanation (optional):**

This subsection is 100% the work product of the Movement School Board. Sections of it have been copied, pasted, and modified from previous Movement School applications.



11. Operations

11.1. Transportation Plan

Q188. 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



In alignment with our mission to ensure all students can access our school, we will make bus transportation available for all students who live within our target enrollment area (roughly a three-mile radius from the school). Based on data from our sister schools, we anticipate that 50% of students will choose to ride the bus.

We will contract with an external company to provide this service. The cost of this service is contained in our preliminary budget, based on our actual costs from our other Movement Schools. Our Director of Operations will be responsible for overseeing this contract. If we are unable to contract with an external busing service, we will purchase buses and add transportation personnel to our staff.

At the outset of each school year, we will provide a transportation survey in our enrollment packet for new students. After analyzing the results will create available options for every family to ensure no child is denied access to Movement School University City on the basis of transportation.

Student drop-off, pick-up and carpooling are options available for every parent. At the "Welcome Back to School" event held annually before the beginning of classes, we will create opportunities for parent interaction to develop carpooling plans if desired. Once Movement School University City receives transportation survey analysis data, it will develop a plan with multiple pick-up and drop-off locations to ensure transportation availability for all students. The routes will be concentrated in high-density, easily accessible areas.

For students with special transportation needs, Movement School University City will first work with our partner company to see if the needs of the child can be accommodated through this bus service. If this is not possible, we will work with the child's family to provide an alternate mode of transportation as needed. Other options include local cab companies or transportation service for short durations. We will add additional funds to our transportation budget as needed to accommodate these unique requests.

11.2. School Lunch Plan

Q189. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:

- 1. How the school will comply with applicable local, state, and federal guidelines and regulations;**
- 2. Any plans to meet the needs of low-income students; and**
- 3. Include how the school intends to collect free- and reduced-price lunch information**



from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

We are committed to offering children a superior education, which extends to the meals that we provide for students. The school aspires to the highest possible quality in its breakfast and lunch programs and is dedicated to meeting high standards of nutrition, taste, and attractiveness. All students must submit a Free and Reduced Priced Meals Application so that payment status may be established. While these forms are being processed, all students who desire meals provided through the school will receive them. The school will collect necessary data daily using Mosaic, or a similar point-of-sale software.

The school will contract with a reputable food vendor already experienced in the National School Lunch Program to prepare breakfast and lunch. Movement School University City will open with the necessary kitchen equipment purchased and installed via the support of the Movement Foundation.

Parents will be encouraged to make lunch payments electronically. When it is necessary for a student to pay in cash, parents are encouraged to seal the money in an envelope with the student's name printed on the outside. The envelope should be delivered to the teacher at the beginning of the school day to reduce the risk of loss or theft.

Movement School will participate in the National School Lunch Program for breakfast and for lunch. All students will have the opportunity to participate in the school's child nutrition program and eligibility will be determined on whether the meals will be free, reduced, or full-priced based on the application completed by their parents/guardian at the time of their enrollment and at the beginning of the academic year each year thereafter. We expect 70-90% of our students to be eligible for free/reduced meals. Our Director of Operations and receptionist will be trained by the staff of the NCDPI Child Nutrition Office staff on the proper procedures to implement the program. Eventually, we expect the school will be eligible for participation in the Community Eligibility Program (CEP); and the school will apply for the program through the NCDPI Office of Child Nutrition.

11.3. Civil Liability and Insurance

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

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;




- 4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
- 5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
- 6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law


Q190. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

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

Resources


Insurance Coverage ...

Applicant Evidence :


Insurance Coverage ...

Uploaded on **4/27/2023**
by **Tim Hurley**



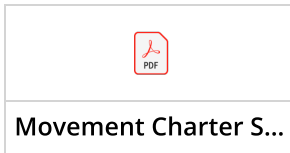
Q191. Attach Appendix L: Insurance Quotes

• 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 :



Uploaded on **4/27/2023**
by **Tim Hurley**

11.4. Health and Safety Requirements

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

Q192. We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. **The Board Chair must sign this question.**

Signature



11.5. Start-Up Plan

Q193. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).



Student Recruitment and General Marketing Plan

July - October 2024

Brand building and initial community outreach

- Press/media announcements regarding launch, site and network expansion
- Brand identity establishment and asset creation including logos, graphics, website pages, social accounts
- Begin school promotion across all digital platforms, starting with interest survey
- Collect parent interest information for future recruiting and promotional use
- Fall groundbreaking ceremony for board members, media and community
- Release timely building progress updates across all platforms to keep momentum

November - December 2024

Launch Recruitment Campaign

- Begin targeted digital marketing toward Fall 2025 enrollment, including
- Collect parent interest information for future recruiting and promotional use
- Release timely building progress updates across all platforms to keep momentum
- Press release/media announcement of school Principal + addition of pre-K to all elementary locations

January - March 2025

Aggressive Fall Enrollment Recruitment

- Continue targeted digital marketing toward Fall 2025 enrollment
- Utilize interest lists for targeted communication
- Radio advertising
- Begin networking with local daycare centers
- Release timely building progress updates across all platforms to keep momentum

April - June 2025

Continue Fall Enrollment Recruitment, Reach application goals

- Continue targeted digital marketing toward Fall 2025 enrollment
- Utilize interest lists for targeted communication
- Radio advertising as needed
- Open House for Founding Family and local leadership tours
- Spring community event either onsite or nearby
- Release timely building progress updates across all platforms to keep momentum

July - August 2025

Celebrate site completion, reach remaining enrollment goals

- Continue targeted digital marketing toward Fall 2025 enrollment



- Ribbon cutting ceremony
- Create media assets including photography and video
- Press release of ribbon cutting/site opening

Staff Recruitment

July - October 2024

Brand building and initial community outreach

- Press/media announcements regarding launch, site and network expansion
- Highlight school staffing needs in early communications
- Hire school director

November - February 2025

Launch Early Staff Application Window

Target: 25% of roles filled

- Post all job positions to website by Thanksgiving break
- Market roles via Facebook, Google ad words, LinkedIn, and email list.
- Prioritize interviews for Director of Operations.
- Build applicant pool November to February.
- Complete initial round of interview and hiring in February.

February - May 2025

Spring Hiring Window

Target: 70% of roles filled

- Continue to promote job postings via digital channel
- Reach out to current and newly hired teachers for referrals. Consider referral bonus at this time.
- Build an applicant pool through March. Begin rolling interviews and hiring in March.

June- August 2025

Summer Hiring Window

Targets: May 31: 70% of roles filled, June 31: 90% of roles filled, July 31: 100% of roles filled

- Continue to promote job postings via digital channel
- Reach out to current and newly hired teachers for referrals. Consider referral bonus at this time.
- Rolling hires through August until all positions are filled.

Vendor Selection

August-September 2024

Secure Marketing Partners



- Review scope of marketing and outreach needs. Costs to be covered by the Movement Foundation.
- Contract with:
 - Marketing partner
 - Social Media partner
- Build initial photography and video production schedule with Movement Mortgage Marketing Team

September- January 2025

Early Outreach and Bids

- Review procedures for sourcing bids and contracts prior to official approval of charter. Review if it is possible to post RFPs prior to official approval as charter.
- Reach out to existing Movement School partners. Get preliminary price quotes for adding an additional Movement School.
- Priority partners:
 - Catering
 - Transportation
 - Janitorial
 - PT/OT/Speech/Psych
 - Tech Support
 - Accounting
 - Payroll
 - Insurance
- BEGIN WORKING ON CATERING CONTRACT AND USDA CERTIFICATION IMMEDIATELY

February-May 2025

Finalize Partners

- Once approved for charter, post RFPs and solicit bids.
- Board review and select contracts.
- Sign contract and update budget to reflect contract actuals.

Q194. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.



Our biggest potential challenges for our start-up year are student and teacher recruitment.

Student Recruitment

Benchmarking: We have launched multiple schools in North Carolina. We have kept records of our historical application and conversation rates when we launched our other campuses. Starting with interest forms in Fall 2024, we track our application rates weekly and compare them to the benchmarks we know we must meet to reach our enrollment goals. If we see that we are tracking behind, we have multiple ways to increase our community outreach.

Additional Recruitment Strategies: Our core recruitment strategy relies heavily on parent referrals and digital advertising, followed by in-person meetings and tours. If these strategies are not producing enough student candidates, additional strategies include:

- Radio and billboard advertising
- Outreach to local daycares
- Tabling at community events
- Parking lot fairs at the new school
- Direct mail
- Hiring a part-time student recruitment specialist

Staff Recruitment

Benchmarking: As with our student recruitment, we have historical benchmarks for application numbers and conversion rates for staff hiring. Starting with our early hiring window, we will be able to know if we are tracking behind and adjust course.

Additional Staff Recruitment Strategies: If we are tracking behind, we can add the additional recruitment strategies to our initial recruitment plan.

- Begin or increase employee referral bonuses (paid to referring teachers at our existing Movement schools)
- Contract with the 3rd-party talent recruitment firm that has assisted in past leadership searches
- Increase use of virtual and in-person recruitment events
- Target college and school of education job fairs
- Reach out to existing Movement Schools for transfer applicants

11.6. Facility



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

Q195. 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.



Movement School works with Movement Resources as a development partner to acquire and upfit facilities. Movement Resources has already begun searching in the desired areas for a suitable property. Once suitable properties have been identified, Movement Resources will work on all the necessary due diligence and with the administration at Movement School to ensure the location will be successful. Once the site has been deemed acceptable by Movement School staff, Movement Resources will begin working on an LOI to deliver to the sellers and if agreed will begin drafting the initial PSA. Movement Resources anticipates that a property will need to be identified and deemed acceptable no later than November 2023 with a PSA anticipated execution date of early December 2023. This will allow for 90 days of DD and 30 days to close during which time Movement Resources at their sole cost and expense will perform Phase 1 environmental testing on the site, conduct an ALTA survey, work with the design and construction team to begin Schematic Design sets to present to Movement School, work with appropriate sub-contractors to assess the building and its mechanical, electrical, structural, and plumbing components, and confirm all appropriate entitlements are in place. At this time a title search will also be conducted by our legal counsel and the civil engineer will begin all necessary work for the initial site plan that will be submitted to the local jurisdiction. Once this along with all additional necessary due diligence work is completed, Movement Resources will finalize the deal and close on the property.

- Close on the property no later than 4/15/24
- Receive early grading permit and begin land clearing and grading the building pad for construction no later than 8/1/24
- Construction Drawings and permit submission in early May 2024
- Receive permits and begin construction in mid-September 2024
- Precast panels and roof installed late October 2024
- Duke energy transformers set and energized March 2025
- Asphalt paving, curb cuts, and parking islands installed early December 2024
- Furniture selected and ordered late December 2024
- Playground selected and ordered late December 2024
- Low-Voltage and IT coordination made ready for ERate vendors early January 2025
- IT cabling and data closet completed early March 2025
- Playground installed Early April 2025
- Interior millwork and all final terminations finishing early April 2025
- Fire Inspection completed and passed early May 2025
- Health Inspection completed and passed early May 2025
- Substantial Completion and building turnover scheduled for 5/15/2025

Q196. 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.

Based on projected enrollment, we anticipate we will need 40,000 square feet of space inclusive of 25 classrooms, 2 group rooms, administrative offices, a cafe, a small gym, a media center, group and individual bathrooms, storage space, a small catering kitchen, and some small individual offices or conference room areas.

On average our classroom size will be between 650-800 square feet. We will have room for kindergarten through 5th grade and a very large outdoor area adjacent to the school for a playground and other outdoor recreational opportunities.

Our construction team has worked on multiple schools and other commercial spaces through the years and based on prior experience, as well as detailed financial analysis related to facilities, we believe our estimate is reasonable.

Q197. 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.

Based on our particular school and our emphasis on student development we will have all of the following in our space: a media center, rooms for special instruction, a room dedicated for our EC students, administrative office space, a waiting area and reception area for parents, a small catering kitchen, a cafe for student lunches, a small gym, classrooms for general instruction, group rooms as needed for staff and students, a conference room and smaller offices to be used as needed, a workroom/copy room, multiple storage closets varying in size, multiple janitorial closets, group and individual restrooms, and a large outdoor recreation area.

Q198. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

We anticipate an all-in renovation cost inclusive of furniture fixtures and equipment of around \$195 per square foot. We find this cost to be in-line with some similar commercial construction and find it to be much more economical than most educational spaces in our area. We get bids from multiple subcontractors to keep our pricing competitive and when compared to the market at-large we are traditionally coming in below others when factoring in fit and finishes, equipment, and the type of facility we put forth.



Q199. 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.

We have identified other suitable alternatives in our desired area that are still accessible to our target demographic of students. Through relationships with large local nonprofits and churches in the area, the board is assessing multiple short-term lease scenarios that utilize existing classroom, gym, administrative and outdoor play spaces that are currently unoccupied during the traditional school day. Some of these facilities have existing commercial kitchen space that would accommodate meal service, but we have simultaneously engaged multiple national catering contractors who could supply school meals throughout the duration of the short-term lease.

The terms that seem most suitable to the board include a Monday-Friday 7am-5pm lease option with a term of three years at a rate of \$15 psf for rent. Given that a three-year lease will grow the school through third grade, the board anticipates needing access to between 18,000 and 24,000 square feet of space which would equate to monthly payments of between \$15,000 - \$20,000 in addition to pro rata utilities charges. Given the types of facilities the board is identifying as contingency options, we anticipate that all of our programming can still be achieved throughout the three year term.

We have also reached out on some market rate properties that could accommodate a Movement School. When assessing these properties we looked for those which were zoned correctly and would allow a school by-right or through a petitioned change of use. These facilities would require an upfit in order to maintain the necessary requirements for obtaining the Educational Certificate of Occupancy. We have contracted with a local architect, civil engineer and general contractor to assess these through multiple feasibility studies, however, we recognize that much of this is out of our control due to the current challenges faced through municipal zoning, building and permitting departments throughout the state. Initial estimates indicate a price per square foot rental rate of \$17 per square foot with a \$4-5 per square foot TI allowance. The necessary upfit for many of these spaces averages to between \$125-150 per square foot dependent upon the facility chosen. Based on preliminary conversations we feel confident that we will be able to secure a contingency site that meets the state requirements and will also allow for the comprehensive programming needs dictated by the Movement School.

Q200. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.



Representatives on our board have led the buildout of multiple facilities, inclusive of two elementary schools, two middle schools and one high school. We have experience in both the acquisition and development of properties both as an existing retrofit and with new construction. With over 350,000 square feet of educational space already developed, we are confident that our facilities committee has the experience and capacity necessary for the success of this school.

11.7. Certify

Q201. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

Q202. **Explanation (optional):**

This subsection is 100% the work product of the Movement School Board. Sections of it have been copied, pasted, and modified from previous Movement School applications.




12. Financial Plan

12.1. Charter School Budget

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

Q203.If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

Applicant Evidence :


Movement Foundati...


Uploaded on **4/28/2023**
by **Tim Hurley**

Q204.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/copy-charter-application-budget-template-012023xlsx/download?attachment) (https://www.dpi.nc.gov/copy-charter-application-budget-template-012023xlsx/download?attachment)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :


University City Chart...

Uploaded on **4/28/2023**
by **Tim Hurley**



12.2. Budget Narrative

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

Q205. How was the student enrollment number projected?

We will open our school with 120 students in grades K-1 and then grow one grade per year. This lets us address academic gaps early, build a strong school culture, have manageable hiring and enrollment goals, and ease the challenge of opening a new school.

We will have 90 students in K and 30 students. We arrived at this enrollment target by comparing the size and demographics of our target enrollment area to our existing Movement Schools. These demographics of our targeted enrollment area compare favorably to our other Movement Schools. We also feel comfortable with this number because it is similar to the number at which we launched our previous schools.

Q206. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.



Charlotte is rapidly growing.

According to 2020 census data, Charlotte was the 5th fastest-growing large city in the United States over the past decade, and the pace of this growth is accelerating. This growth is happening across all economic classes, and there has been particularly rapid growth among Charlotte's Latino population.

Existing elementary schools in our enrollment community are overcapacity and demand is increasing.

The traditional schools in our target enrollment area have exceeded their intended capacity. The average capacity utilization for the five elementary schools in a four-mile radius of our proposed school site and our targeted enrollment zone is 122%. Additionally, the schools in our target enrollment that are most over-capacity and growing the fastest also contain some of the largest achievement gaps for low-income and minority students. Ultimately, Movement School University City would help expand options for students and potentially alleviate some of the growing pains accompanying these upward trending numbers

Elementary Schools within a 4-Mile Radius of Target Enrollment Area: Percent of Building (Classroom) Capacity Utilization, 2021-2022 School Year

School	% Building (Classroom) Capacity Utilization
Stoney Creek	110%*
Hidden Valley	138%
Governor's Village STEM (lower)	120%*
Newell	109%
University Meadows	119%*

Source: CMS Student Assignment & School Choice Community Meeting, May 2022

*Note: 2021-22 data unavailable -- these numbers reflect the 2020-21 academic year; Source: *CMS 20-21 20th Dav Enrollment, Utilization* (https://drive.google.com/file/d/1dp4Bi_4zbEBEk8IjIIQ64s2cgGgL4I5D/view)



The community supports Movement Schools.

Over the course of six years working across Charlotte, we have partnered with numerous community groups who have expressed their support for our work and have encouraged us to expand into the surrounding community. In addition, our largest source of new students has always been parent referrals. We believe our strong network of current and former parent champions in Charlotte will form a strong basis for additional referrals as we grow to meet the needs of the community.

Strong and growing demand for the unique educational opportunities offered by Movement Schools.

In 2022, we had over 1,000 applications for grades K and 1 to our three Charlottes-based Movement Schools. Altogether, the original Movement School Freedom in west Charlotte received over 1,000 applications for grades K-7. Movement School University City's mission to provide low-income families and communities with a world-class education closely aligns with the demonstrated academic needs of students in our proposed enrollment area. Economically disadvantaged students attending traditional public elementary schools in the enrollment area of our proposed site face some of the lowest proficiency rates and largest achievement gaps for low-income students in the county. With that, there is a high need for additional high-quality schooling options for low-income families in the community we are seeking to serve. Our parent surveys indicate that there is a strong demand in northeast Charlotte, and we are eager to play a part in expanding educational options for students and families in the area.

Movement School University City offers families a unique, high-quality schooling option

As noted, parents in our target enrollment are facing an exceptional need for additional educational options. The students in our proposed location are overwhelmingly educationally at-risk students and students from low-income backgrounds. Movement School University City is built to close achievement gaps and help students from low-income backgrounds excel. Our curricula and teaching methods come from the nation's charter networks that have excelled at educating students from low-income backgrounds. Our unique academic program addresses the academic and emotional needs of our students daily. From 7:30 am-3:30 pm, our students practice and experience the following innovations:

- **Social-Emotional Learning:** MSA provides 100 minutes of social-emotional, character instruction per week through character development lessons as well as trauma-oriented Social Emotional Learning and interventions offered by C4 Counseling services or a similar provider.
- **Problem-Based Learning:** Our students engage in problem-based learning each week. This looks like the creation of interdisciplinary work, instruction from Achievement First Humanities and Amplify Science, collaboration, critical thinking, and analysis.
- **Co-Teaching Model:** By ensuring two educators are in one classroom, students have more access



to instructional leaders equipped to address varying learning needs. This model again reflects best practices when working with low-income students as seen in other successful schools in Metro Atlanta and New York City.

- **Leveled Student Grouping and Data-Driven Instruction:** Students have the opportunity to learn in small group settings throughout the day. Individualized student performance data informs these groupings, which also align with specific learning goals for each student. Teachers rely on data to create and shape these groups—the results of STEP, MAP, and Internal Assessments / Network Quizzes—to inform not only specific student pairings, but also provide teachers with the information necessary to remediate and strategically adjust course in order to ensure student content mastery.
- **Extended Day:** Movement University City's extended school days, offered four days each week, provide students with 40 minutes of additional teacher-led instructional time.

This particular combination of innovative instructional practices provides families with a unique choice for their child. Our focus on social-emotional and problem-based learning—combined with our instructional practices designed to help low-income students in particular find academic success—sets Movement School University City apart as a compelling option for students in Charlotte.

Given the need for excellent educational opportunities this area, the widespread appeal of our innovative academic approach with integrated SEL supports, and the rapid growth in Charlotte, we are confident that we will not only meet our enrollment projections in the launch year but also sustain it in the long run.

Q207. Provide the break-even point of student enrollment.

105 students

Q208. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.



The Movement School University City revenue and expense numbers are built from the actual launch and operating budgets of its sister schools. This gives us a high degree of confidence in our budget projections. At the same time, we have a number of contingency plans to both increase revenue and reduce expenses as needed.

Reduce Expenses:

1. Reduce the number of staff comparable to the number of students enrolled.
2. Create more dual-role positions.
3. Reduce spending on office/general supplies and leverage community partnerships and Classroom Central to subsidize.
4. Reduce salaries for Administrative and Support Personnel
5. Reduce the benefits package in years 1 & 2 for full-time staff

Secure additional revenue:

1. Line of Credit: We currently have zero credit or financing built into our projections. We would approach lenders about securing a line of credit to increase working capital.
2. Philanthropic Investment: We would approach local and national foundations, asking them to invest in our work or fund specific programs.

Q209. 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.



Yes, as evidenced in the operational budget and accompanying letter from the Movement Foundation, Movement School University City will be supplemented in certain areas for the first few years of operation.

Furniture, Fixtures, and Equipment

The foundation has agreed to furnish the space and provide initial startup funding up to \$1.5 million inclusive of furniture, technology, and supplies.

Free and Subsidized Rent

Movement Foundation will provide space at no charge for the first 2 years of operation. The rent will increase in years 3, 4, and 5 but will always remain at a subsidized rate.

Determination of Market Rate

Movement Schools board will work with a local real estate broker to identify properties within one-mile of the selected location that are usable as a charter school. These selected properties should match the approximate square footage, include similar amenities, as well as be of a similar aesthetic in order to maintain our brand promise to families. If available, Movement School will compare its base rent to three (3) additional parcels as defined herein to assess its value proposition as stated in the charter agreement.

If no such facilities exist, the board will work with a local real estate broker to identify properties within one-mile of the selected location that will allow for a charter school by-right but will require significant upfit in order to be transitioned into a school. We will work with a local general contractor to assess a rough order of magnitude estimate for the upfit of this facility as well as work with the property owner to assess the rent based on the proposed upfit. We will then take the base rent that is provided and amortize the upfit costs over a period of ten years and add those costs onto the base rent to gain a true understanding of the cost of renting this facility and then compare that to the base rent Movement School will receive at the selected property

If neither of these conditions can be met, we will work with a local real estate broker to determine the average development yield used in the market for office and retail properties which are most similar to Movement's target acquisition. Once we have the yield average, we will combine the acquisition cost and estimated upfit cost for the selected facility and divide those numbers by the market average development yield. This number will produce the average annual rent, which will be used to compare to the base rent Movement will require at the selected facility.

Start-up Funding Expenses

Movement Foundation has offered to cover all Year 0 expenses for the school and donate up to \$500,000 towards our operating expenses in our first year of operation.



Q210. Provide the student to teacher ratio that the budget is built on.

Over the first five years of operation, we target a 25:1 student-to-teacher ratio in grades K-2, not including instructional assistants. In grades 3-5, we target a 15:1 student-to-teacher ratio, not including instructional assistants. Our overall average is a 20:1 student-to-teacher ratio, not including instructional assistants.

Q211. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.



Together, this board has successfully led the network of Movement Schools through six years of independent, unqualified audits.

Jason Terrell: Jason currently works as a program officer at the Walton Foundation where he has successfully deployed over \$2M of capital to grassroots community organizations. Previously, he served as co-founder of Profound Gentlemen where he led annual fundraising campaigns that raised and allocated over \$5M in philanthropic capital. In 2017 Jason was honored as one of Forbes 30 Under 30 in the category of social entrepreneurship.

Tim Hurley, Board Chair: Tim Hurley spent nine years as executive director of Teach For America Charlotte and then served as the first state-wide director for Teacher For America in North Carolina. In this role he managed a budget exceeding \$12,000,000 annually, including contracts with multiple LEAs and the State of North Carolina.

Kerri-Ann T. Thomas (KTT) (ex officio): KTT has been responsible for managing the budget of Title 1 schools in New York and Connecticut. Most recently she was responsible for overseeing multiple Title 1 Charter Schools operating in NYC as a Regional Superintendent for Achievement First.

Lorraine Roussel: Lorraine has 5+ years of experience representing school boards in NJ with special emphasis on special education law and labor and employment law. In this role she advised multiple boards in legal matters related to budget compliance.

Garrett McNeill: Garrett was a financial advisor with Hermitage Wealth Management working in boutique wealth management firm with over \$1bn collectively under management. At Movement Foundation, Garrett has led the redevelopment of over 300k square feet of redeveloped space and managed over \$60m in the acquisition and redevelopment process.

Michelle Donnelly: A graduate of Harvard Business School, Michelle previously led a progressive, 20-year career at Eli Lilly and Company, one of the leading pharmaceutical and biotech companies in the world. Within this \$21-billion enterprise, she served as an executive leader within its largest business unit, Lilly Biomedicines. Michelle brings two decades of corporate leadership experience to the Movement School board.

Michelle Crawford: Michelle is a business owner who founded her own Crossfit gym/fitness facility in 2010 and continues to run and direct that facility as well as manage corporate relationships where she and her staff provide health and wellness teaching and programming for the business' employees. Michelle also brings legal experience to the board as she graduated from Wake Forest University Law School and has an active bar membership in NC.

Montell Watson: Montell was a financial advisor with TD Ameritrade where he worked with high net worth individuals and was consistently recognized as a top performer. Montell had over 700 individual clients with over \$1bn collectively under management. Montell currently manages a p/l of



over \$12m in revenue.

Q212. 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.

One or more high-needs students with disabilities will require that the school divert additional funds to support those students. We are committed to loving, valuing and serving all students.

To support high-needs students, we have budgeted for multiple special education teachers to provide both push-in and pull-out services. We also have a budget to contract with third-party providers for speech, OT, PT, therapy, and psychological services.

Both of our sister schools serve significant numbers of special education services, and Movement School Freedom has created a dedicated special education classroom to best serve our highest-need students. We will do the same at Movement School University City if it is needed.

Q213. 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.

Movement School University City intends to contract for payroll, benefits, accounting, and audits. Vendors will be selected based on previous relationships with Movement Schools, in order to leverage buying power as well as: reputation, experience with charter schools, references, and a criminal background check for vendors who come in contact with students.

Typically the Principal will send RFP to bid for the proposed need unless a preexisting relationship is in place with Movement School. (In this circumstance, the board of directors will review the relationship and approve if deemed a fit for Movement School as well).

Once bids are reviewed, the Principal will approve the appropriate vendor.

The Principal must receive co-signature from School Business Manager for amounts over \$5,000 and board approval for amounts over \$20,000.

Q214. 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.



Movement School University City intends to contract EC supplemental services, custodial, and school nutrition services, as well as some professional development. Vendors will be selected based on previous relationships with Movement Schools, in order to leverage buying power as well as: reputation, experience with charter schools, references, and a criminal background check for vendors who come in contact with students.

Typically the Principal will send RFP to bid for the proposed need unless a preexisting relationship is in place with Movement School. (In this circumstance, the board of directors will review the relationship and approve if deemed a fit for Movement School as well.)

Once bids are reviewed, the Principal will approve the appropriate vendor.

The Principal must receive co-signature from the School Business Manager for amounts over \$5,000 and board approval for amounts over \$20,000.

Q215. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.



At Movement School University City, we desire for every aspect of our budget to reflect our commitment to the school's mission and core values. Below are some very specific ways that display our budget's alignment in the areas of mission, curricular offerings, transportation, and facilities.

Transportation: To ensure all families have access to the school, we have a budget for two buses to provide transportation within a roughly 3 to mile radius of the school. These buses will accommodate the transportation needs of our students and as the school grows, so does the budgeted number of buses and drivers.

National Lunch Program: We are including breakfast and lunch as a part of the meal plan for students to help address the issues of child hunger and subsequent learning loss. The budget is set with the assumption of reimbursements for the children qualifying for free and reduced lunch through the Child Nutrition Program.

Staffing Budget: The success of Movement School University City depends on our administrative staff and teachers. We will seek the most talented teachers in order to give our students the very best there is to offer. For this reason, we have a competitive benefits package and a competitive starting salary for all staff positions. This is reflected by the fact that in year 1, the personnel budget represents over 85% of the school's total expenditures. We have dedicated the appropriate funding to teachers and staff to ensure a culture of excellence and to establish a solid foundation for successful outcomes.

Student Ratios: We have budgeted for low student to instructional staff ratios in order to allow for personalized instruction and flexible small group instruction in order to best serve the needs of our students. This allows for small group tutoring during our extended day hours.

Curricular Offerings: We have included a significant budget for curriculum and class reader sets to support those curriculums. This aligns with the careful selection of curriculums proven to be effective at helping students from low-income backgrounds excel.

Contract Services: We have included a significant budget for speech, OT, PT, and psychological services to help support all student needs.

Q216. 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 will be to set aside 5% of revenue per year toward the general balance fund. The school will accomplish this by budgeting against 90% of projected revenue (based on that year's target ADM). If the school hits its ADM target, a portion of the resulting surplus will be added to the general fund.



Q217. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

Per the mutually agreed upon terms with the Movement Foundation, our school does not anticipate the financing of any facilities or equipment. Movement School University City will be responsible for utilities, security costs, cleaning, and maintenance of the facility as noted in the Operational Budget.

The lease structure as outlined in the accompanying letter will require nothing upfront and Movement Foundation has agreed not to charge the school rent for the first two years of operation. In years three and four, Movement School University City will be charged a below-market rate for the facility. One of the goals of Movement Foundation is to provide well-below-market rent facilities to non-profit tenants in order to allow them to have more working capital.

Q218. 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.

Yes, Movement School University City will have assets from Movement Foundation that includes facilities and a furniture, fixtures, and equipment allowance not to exceed \$1.5 million per the accompanying letter.

12.3. Financial Compliance

Q219. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?

Movement School University City is dedicated to financial integrity in all facets. The roles and responsibilities and lines of authority established between the board of directors, head of school, business manager, and outside auditing/financial services in the Governance and Staffing/Hiring section illustrate this commitment.

Movement School University City has allocated monies for the position of Director of Operations who oversees all financial record-keeping and prepares semi-monthly reports for the Principal and board of directors. Movement School University City has engaged Prestige to assist in financial services.

This firm will handle finances, payroll and will work primarily with the School Business Manager who will report directly to the Principal. The board of directors will review the financials monthly and the Finance Committee will receive semi-monthly snapshots for tracking and monitoring.



Q220. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

Movement School University City does not have any known or anticipated related party transactions.

Q221. 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.

Firms under consideration are:

- TJTA: Thomas, Judy & Tucker
- Narron, Merritt CPA
- Veris CPA

12.4. Certify

Q222. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q223. Explanation (optional):

This subsection is 100% the work product of the Movement School Board. Sections of it have been copied, pasted, and modified from previous Movement School applications.



13. Other Forms

Q224. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

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

Resources



Charter School Requ...

Applicant Evidence :



Q224.Charter School...

Uploaded on **4/27/2023**
by **Tim Hurley**



14. Third-party Application Preparation

Q225. Was this application prepared with the assistance of a third-party person or group?

- Yes
- No

Q226. Give the name of the third-party person or group:

Sarah Kay Mooney

Q227. Fees provided to the third-party person or group:

\$2000



15. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 28, 2023, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 28, 2023, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

Q228.*Application Note: The applicant must mail the certified check along with the Application Fee Payment Form (see the resources for this question) before or on the due date of April 28, 2023, at 5:00 pm EDT for Fast Track and Accelerated applicants, and April 28, 2023, at 5:00 pm EDT for traditional timeline applicants. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete. Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307

I understand

Resources



2023 Payment Form ...



16. Signature page

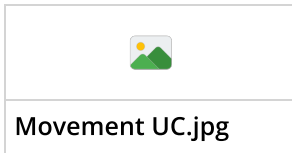
Q229. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

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

Resources

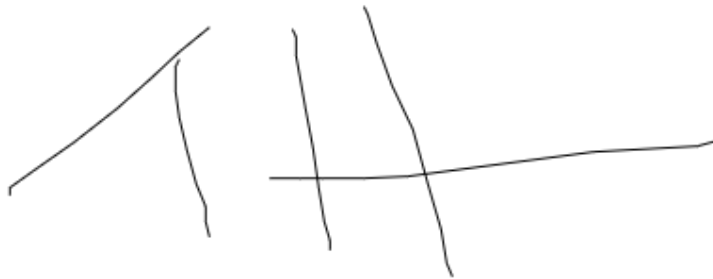


Applicant Evidence :



Uploaded on **4/27/2023**
by **Tim Hurley**

Q230. Please digitally sign your application here
Signature



Final Status



Reject Approve

Approver Comments

BYLAWS OF Movement School

I. OBJECTIVES AND PURPOSES

- I.1. **PURPOSES.** The purposes for which the corporation is organized are exclusively educational and cultural within the meaning of §501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue Law (“Internal Revenue Code”). More specifically, the corporation is formed to enrich the lives of young people of all cultural, racial and economic backgrounds, through educational experiences of the highest quality. The corporation shall carry on only those activities permitted to be carried on by an organization which is exempt from taxation under the provisions of §501(c)(3) of the Internal Revenue Code.
- I.2. **BROAD AUTHORITY.** In carrying out the objects enumerated in Section I. 1, the board of directors of the corporation from time to time shall have broad authority and discretion to use the funds and property belonging to the corporation in such manner as shall to them seem most conducive to those ends.
- I.3. **PROHIBITIONS ON ACTIVITIES.** Notwithstanding any other provision of these Bylaws, of the Articles of Incorporation of the corporation, or of any action taken by the board of directors, no part of the net earnings or funds of the corporation shall inure to the benefit of any private shareholder, member or individual, and no part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, except as is otherwise expressly permitted by the Internal Revenue Code and by law; nor shall the corporation intervene in any political campaign on behalf of any candidate for public office. The corporation shall act in such manner as to maintain its status as a tax exempt educational and cultural corporation under the provisions of §501(c)(3) the Internal Revenue Code with specific reference to the requirements and prohibitions of its Articles of Incorporation.

II. STOCKHOLDERS

- II.1. **NO STOCKHOLDERS.** The corporation shall not have stockholders.

III. MEMBERSHIP

- III.1. **NO MEMBERS.** The corporation shall not have members.

IV. BOARD OF DIRECTORS

- IV.1. **GENERAL POWERS.** The affairs of the corporation shall be managed by or under the direction of its board of directors.
- IV.2. **NUMBER, TENURE AND QUALIFICATIONS.** The number of directors shall be at least five (5), but not more than fifteen (15), excluding ex-officio and emeritus members of the board of directors. The right to elect, select, or remove directors shall be vested in the board of directors of the corporation, as hereinafter provided. The directors of the corporation shall serve for a term of three (3) years with terms of approximately one-third (1/3) of the directors constituting the board of directors to expire each year. Directors shall be elected as the need arises. Except as otherwise specifically determined by the board of directors of the corporation, a director shall be eligible to serve on the board of directors for up to two (2) consecutive three (3) year terms. After the maximum service period has expired, such director must cease to serve for at least one (1) year before becoming eligible for reelection to the board of directors of the corporation.
- IV.3. **EX-OFFICIO DIRECTORS.** The School Director and Chief Operating Officer shall be ex-officio

members of the board of directors of the corporation. Additionally, the board of directors of the corporation may also, from time to time, by a majority vote, appoint to the board of directors as an ex-officio director any person who it may deem desirable to be a member of the board of directors in their capacity as a representative of another organization or by reason of holding a particular position in the community. Any ex-officio director shall have all rights, excluding the right to vote, of directors elected in accordance with the provisions of these Bylaws; provided, however, that the term of an ex-officio member of the board of directors shall not exceed one (1) year from the time of his or her appointment, subject to reappointment by the board of directors as provided for herein.

- IV.4. EMERITUS DIRECTORS. Upon recommendation from the Nominating and Governance Committee, the board of directors may confer by majority vote the status of Emeritus Board Member on persons who have demonstrated unique and extraordinary commitment and service to the corporation. Emeritus Board Members may but are not required to attend meetings of the board of directors. Emeritus Board Members do not have voting rights, do not count toward a quorum or for attendance at meetings, and do not count toward the minimum or maximum number of directors on the board. The status of Emeritus Board Member may be removed with or without cause by the affirmative vote of two thirds of the board of directors of the corporation then in office.
- IV.5. ELECTION OF DIRECTORS. Members of the board of directors of the corporation shall be elected as required. The board of directors of the corporation shall determine on a recurring basis by majority vote the number of directors to be elected in addition to the ones specified. When the number has been determined, nominations shall be received from the Nominating and Governance Committee and those persons receiving the highest number of votes shall be elected.
- IV.6. MEETINGS. At the beginning of each fiscal year the board of directors of the corporation shall establish a calendar of its regularly scheduled board meetings for that year, and set forth the time and place of each such meetings. A copy of that calendar shall be maintained by the School Director in the school office, and notice thereof shall be published on the school website. An annual meeting of the board of directors of the corporation shall be held in the month of June of each calendar year to approve the budget and elect officers. The board of directors shall meet at least 8 times during the fiscal year.
- IV.7. SPECIAL MEETINGS. Special and emergency meetings of the board of directors may be called by or at the written request of the Chair or at least three (3) directors of the corporation. The person or persons authorized to call special or emergency meetings of the board may fix any convenient location as the place for holding such special or emergency meetings of the board called by them. A calendar of all special meetings and their locations shall be maintained by the School Director in the school office, and notice thereof shall be published on the school's website at least 48 hours prior to such special meetings. In addition, notice of all emergency meetings shall be emailed or faxed to all media who may have requested such notice in advance of those meetings.
- IV.8. NOTICE. Notice of any meeting of the board of directors of the corporation shall be given at least three (3) days prior thereto by written notice to each director at his or her address as shown by the records of the corporation, except that no meeting of directors to remove a director, to dismiss the School Director, or to amend the Articles of Incorporation or these Bylaws of the corporation may be held unless written notice of the proposed action is delivered to all directors then in office of the corporation at least fourteen (14) days prior to such

meeting. If mailed, any notice under this Section shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. If notice is given by telegram or by facsimile, such notice shall be deemed to be delivered when the telegram is delivered to the telegram company or when the facsimile is received at the number furnished by the director. Notice of any meeting of the board of directors may be waived in writing signed by each person entitled to the notice either before or after the time of the meeting. The attendance of a director at any meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these Bylaws.

- IV.9. QUORUM. A majority of the directors of the corporation in office shall constitute a quorum for the transaction of business at any meeting of the board of directors, provided that if less than a majority of the directors are present at said meeting, a majority of the directors present may adjourn the meeting to another time without further notice.
- IV.10. MANNER OF ACTING. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the board of directors of the corporation, unless the act of a greater number is required by statute, these Bylaws or by the Articles of Incorporation.
- IV.11. DIRECTOR PARTICIPATION IN MEETING BY TELECOMMUNICAITONS. Directors may participate in and act at any additional regular or special board meeting by conference telephone or other communication equipment by means of which all persons participating in the meeting can communicate with each other, and participation in a meeting pursuant to this section shall constitute presence in person at such meeting.
- IV.12. VOTING. Each member of the board of directors shall be entitled to one (1) vote; excluding emeritus and ex officio members.
- IV.13. VACANCIES. Any vacancy occurring in the board of directors of the corporation to be filled by reason of an increase in the number of directors or because of a vacancy on the board shall be filled by the board of directors of the corporation at any regular or special meeting of the board of directors upon recommendation of the Nominating and Governance Committee or upon nomination by any director, unless the Articles of Incorporation, a statute, or these Bylaws provide that a vacancy or a directorship so created shall be filled in some other manner, in which case such provision shall control. A director elected or appointed, as the case may be, to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.
- IV.14. RESIGNAITON AND REMOVAL OF DIRECTORS. A director may resign at any time or may be removed with or without cause by the affirmative vote of the majority of the directors of the corporation then in office.
- IV.15. LOSS OF MEMBERSHIP ON THE BOARD OF DIRECTORS. A director who is absent from three (3) consecutive regular meetings of the board of directors without having been excused by the Chair MAY lose his or her membership on the board of directors, provided that such director shall first have been notified in writing by the Secretary that he or she has been absent from two (2) consecutive regular meetings of the board of directors and such notice shall refer to this Section IV.14 of the Bylaws.
- IV.16. PRESUMPTION OF ASSENT. A director of the corporation who is present at a meeting of the board of directors of the corporation at which action on any matter of the corporation is taken shall be conclusively presumed to have assented to the action taken unless his or her dissent

shall be entered in the minutes of the meeting or unless he or she shall file his or her written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered or certified mail to the Secretary of the corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

- IV.17. CONFLICT OF INTEREST. The Board shall adopt, and periodically review and revise as may be necessary, an appropriate "Conflict of Interest" policy, which shall apply to the actions of the directors, officers and employees of the corporation. Such policy shall require that any person with a financial or other material interest in any proposed or existing relationship or transaction with the corporation (a) disclose such interest and (b) refrain from participation in any decisions relating to such relationship or transaction. In addition, all members of the Board shall, at least annually, complete and execute a Conflict of Interest Disclosure Statement in which they acknowledge their familiarity, and commitment to comply, with that policy. Additionally, no voting member of the Board of Directors shall be an employee of a for-profit company that provides substantial services to the Corporation for a fee.

Before any immediate family, as defined in G.S. 115C-12.2, of any member of the board of directors or a charter school employee with supervisory authority shall be employed or engaged as an employee, independent contractor, or otherwise by the board of directors in any capacity, such proposed employment or engagement shall be (i) disclosed to the board of directors and (ii) approved by the board of directors in a duly called open-session meeting. The burden of disclosure of such a conflict of interest shall be on the applicable board member or employee with supervisory authority. If the requirements of this subsection are complied with, the charter school may employ immediate family of any member of the board of directors or a charter school employee with supervisory authority.

A person shall not be disqualified from serving as a member of a charter school's board of directors because of the existence of a conflict of interest, so long as the person's actions comply with the school's conflict of interest policy established as provided in this subsection and applicable law.

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

V. OFFICERS

- V.1. OFFICERS. The officers of the corporation shall be a Chair, a Vice Chair, a Secretary and a Treasurer and such other officers as may be elected or appointed by the board of directors. Officers whose authority and duties are not described in these Bylaws shall have the authority and perform the duties prescribed, from time to time, by the board of directors of the corporation. The same person may hold any two (2) offices except those Chair and Secretary. All officers must be members of the board of directors of the corporation.
- V.2. ELECTION AND TERM OF OFFICE. The officers of the corporation shall be elected annually by the board of directors of the corporation at the annual meeting of the board of directors upon nomination from the Nominating and Governance Committee or from any member of the board of directors of the corporation. If the election of officers shall not be held at such

meeting, such election shall be held as soon thereafter as conveniently may be possible. Vacancies may be filled or new offices created and filled at any meeting of the board of directors of the corporation. Each officer shall hold office until his or her successor shall have been duly elected and shall have qualified or until his or her death or until he or she shall resign or shall have been removed in the manner hereinafter provided.

- V.3. REMOVAL. Any officer elected or appointed by the board of directors of the corporation may be removed by the affirmative vote of a majority of the board of directors of the corporation then in office whenever in its judgment the best interests of the corporation would be served thereby.
- V.4. CHAIR. The Chair shall be the principal officer of the corporation. Subject to the direction and control of the board of directors, he or she shall, when present, preside at all meetings of the board of directors and, with the assistance of the board of directors, establish the agenda for all meetings. The Chair shall appoint and be an exofacial member of all committees and other boards. The Chair shall, with the Secretary or any other officer of the corporation authorized by the board of directors, execute any deed, mortgage, lease, bond or other instrument which the board of directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the board of directors or by these Bylaws to some other officer or agent of the corporation, or shall be required by law to be otherwise signed or executed. The Chair shall perform all duties incident to the office of Chair and such other duties as may be prescribed by the board of directors of the corporation.
- V.5. VICE CHAIR. The Vice Chair shall perform such duties which may be specified by the board of directors of the corporation and/or by the Chair.
- V.6. SECRETARY. The Secretary shall (a) record the minutes, or provide for the recording, of the minutes of all meetings of the board of directors of the corporation in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be a custodian of the corporate records and of the seal of the corporation; (d) chair the Nominating and Governance Committee; and (e) perform all the duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Chair or by the board of directors of the corporation.
- V.7. TREASURER. The Treasurer shall (a) shall oversee and supervise the corporation's accounting practices and financial operations employees; (b) shall be responsible for the maintenance of adequate books of account for the corporation; (c) have charge over all funds and securities of the corporation, and be responsible therefore, and for the receipt and disbursement thereof; (d) chair the Finance Committee; (e) present reports of the corporation's financial information to the board of directors on a regular and timely basis; and (f) perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the Chair or by the board of directors of the corporation.

VI. SCHOOL DIRECTOR AND CHIEF OPERATING OFFICER

- VI.1. The School Director shall be the principal professional employee of the corporation, and shall have plenary oversight and authority over all employees of the corporation, including, but not limited to, the authority to employ and discharge any and all of the employees of the corporation. The Chief Operating Officer shall have oversight and authority as may be assigned to that position by the School Director. Additionally, these officers shall perform such duties as from time to time may be assigned to them by the Chair or the board of directors of the

corporation.

VII. COMMITTEES

- VII.1. EXECUTIVE COMMITTEE. The Executive Committee shall be a standing committee of the corporation. The Executive Committee shall consist of the officers of the corporation, and such members-at-large as selected by the Chair. The number of members of the Executive Committee shall not, in any event, exceed seven (7) in number. The Executive Committee shall manage the affairs of the corporation between meetings of the board of directors. It shall do so in accordance with the policies of the corporation as established by the board of directors. The Executive Committee shall have and exercise the authority of the board of directors of the corporation in the management of the corporation; provided, however, the board of directors may by resolution limit the authority of the Executive Committee and all actions of the Executive Committee shall be reported to the board of directors of the corporation. The Chair or, in his or her absence, the Vice Chair or any other appointed Executive Committee member shall preside at the meetings of the Executive Committee.
- VII.2. NOMINATING AND GOVERNANCE COMMITTEE. The Nominating and Governance Committee shall be a standing committee of the corporation. This Committee shall be chaired by the Secretary of the board, consist of not less than two (2), nor more than five (5), members of the board of directors of the corporation and/or such other persons as the Chair may designate, as appointed by the Chair. The Nominating and Governance Committee shall have the responsibility and authority to nominate members of the board of directors, recommend to the board of directors of the corporation a slate of officers of the corporation and the responsibility and authority to propose changes to the bylaws, policies and practices to ensure compliance with current North Carolina statutes and regulations.
- VII.3. FINANCE COMMITTEE. The Finance Committee shall be a standing committee of the corporation. It shall be chaired by the Treasurer of the board, consist of not less than two (2), nor more than five (5), members of the board of directors of the corporation and/or such other persons as the Chair may designate, as appointed by the Chair. The Finance Committee shall assist in the preparation of the annual budget of the corporation and shall have such other responsibilities with respect to the financial affairs of the corporation as are conferred upon it from time to time by the board of directors of the corporation.
- VII.4. OTHER COMMITTEES. In addition to the Executive Committee, the Nominating and Governance Committee and the Finance Committee provided for in Sections VII.1, VII.2, and VII.3 above, which shall be standing committees, the board of directors of the corporation, by resolution adopted by a majority of the directors of the corporation then in office, may designate one or more liaison persons or special committees, each of which will consist of one (1) or more directors of the corporation and/or such other persons as the Chair designates. All such committee members shall be appointed by the Chair and shall serve at the pleasure of the board of directors of the corporation.
- VII.5. TERM OF OFFICE. Each member of a committee shall serve as such until his or her successor is appointed, unless the committee shall be sooner terminated, or unless such member is removed from such committee by the board of directors of the corporation by the affirmative vote of a majority of directors then in office.
- VII.6. CHAIR. One (1) member of each committee shall be appointed chair of the committee; provided, however, that the Chair shall serve as the chair of the Executive Committee.

- VII.7. VACANCIES. Vacancies in the membership of any committee may be filled by appointment by the Chair, and as approved by the chair of the Committee.
- VII.8. QUORUM. Unless otherwise provided in the resolution of the board of directors of the corporation designating the committee, a majority of the committee members present shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.
- VII.9. RULES. Each committee may adopt rules for its own government not inconsistent with these Bylaws or with rules adopted by the board of directors of the corporation.
- VII.10. INFORMAL ACTION. The authority of a committee may be exercised without a meeting if consent in writing setting forth the action taken is signed by all the members entitled to vote.
- VIII. BOARD OF ADVISORS
- VIII.1. The board of directors of the corporation shall, by resolution adopted by a majority of the directors of the corporation, appoint a Board of Advisors to the corporation. The Board of Advisors shall consist of those Directors Emeritus, or prominent persons determined by the board of directors to be in a position to further the purposes of the corporation. The Board of Advisors shall serve at the pleasure of the board of directors of the corporation. The board of directors may consult with the Board of Advisors from time to time on matters of importance to the corporation.
- IX. CONTRACTS, CHECKS, DEPOSITS AND FUNDS
- IX.1. CONTRACTS. The board of directors of the corporation may authorize any officer or officers, agent or agents of the corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation and such authority may be general or confined to specific instances.
- IX.2. CHECKS, DRAFTS, ETC. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation shall be signed by such other officer or officers, agent or agents of the corporation and in such manner as shall from time to time be determined by resolution of the board of directors of the corporation. In the absence of such determination by the board of directors of the corporation, such instruments shall be signed by the Treasurer and countersigned by the Chair or Vice-Chair of the corporation.
- IX.3. DEPOSITS. All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the board of directors of the corporation may select.
- IX.4. GIFTS. The board of directors of the corporation or the Chair of the corporation may accept on behalf of the corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the corporation.
- X. BOOKS AND RECORDS
- X.1. The corporation shall keep correct and complete financial books and records of account and shall also keep minutes of the proceedings of its board of directors and all committees. All books and records of the corporation may be inspected by any member of the board of directors of the corporation or by any officer of the corporation for any proper purpose at any reasonable time. A complete audit of all financial records of the corporation shall be made within a reasonable time of the end of the fiscal year of the corporation by an auditor selected by the board of directors of the corporation.
- XI. FISCAL YEAR
- XI.1. The fiscal year of the corporation shall be July 1st to June 30th of the succeeding year.

XII. SEAL

XII.1. The corporate seal shall have inscribed thereon at least the name of the corporation. The seal may be used by causing it or a facsimile thereof to be impressed or affixed or in any other manner reproduced, provided that the affixing of the corporate seal to an instrument shall not give the instrument additional force or effect, or change the construction thereof, and the use of the corporate seal is not mandatory.

XIII. WAIVER OF NOTICE

XIII.1. Whenever any notice is required to be given under the provisions of Chapter 55A of the General Statutes of North Carolina or under the provisions of the Articles of Incorporation or these Bylaws of the corporation, a waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the time stated herein, shall be deemed equivalent to the giving of such notice. Attendance at any meeting shall constitute waiver of notice thereof unless the person at the meeting objects to the holding of the meeting because proper notice was not given.

XIV. INDEMNIFICATION

XIV.1. DIRECTORS, OFFICERS, EMPLOYEES OR AGENTS. The corporation shall indemnify any director, officer, employee or agent to the maximum extent permitted by the provisions of North Carolina General Statute Sections 55A8.50-.58 and 55A-16-21, inclusive, the terms of which are hereby incorporated by reference.

XIV.2. INDEMNIFICATION NOT EXCLUSIVE. The indemnification provided by this Article shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under any bylaw, agreement, vote of disinterested directors, or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a director, officer, employee or agent, and shall inure to the benefit of the heirs, executors and administrators of such a person.

XIV.3. INSURANCE. The corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the corporation, or who is or was serving at the request of the corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against any liability asserted against such person and incurred by such person in any such capacity, or arising out of his or her status as such, whether or not the corporation would have the power to indemnify such person against such liability under the provisions of this Article.

XIV.4. INDEBTEDNESS. No indebtedness of any kind incurred or created by the Public Charter School shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the Public Charter School shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions. The Nonprofit shall clearly indicate to vendors and other entities and individuals that the obligations of the Nonprofit under agreement or contract are solely the responsibility of the Nonprofit and are not the responsibility of the SBE or the State.

XV. AMENDMENTS

XV.1. The power to alter, amend, or repeal these Bylaws or adopt new Bylaws shall be vested in the board of directors of the corporation, unless otherwise provided in the Articles of Incorporation or the Bylaws. Such action may be taken at a regular or special meeting for which written notice of the purpose shall be given at least fourteen (14) days in advance and shall only be taken upon an affirmative vote of at least two thirds of the board of directors of the

corporation then in office. The Bylaws may contain any provisions for the regulation and management of the affairs of the corporation not inconsistent with law or the Articles of Incorporation.

XV.2. Amendments will not be implemented until approved by the North Carolina Office of Charter Schools and State Board of Education.

XVI. Dissolution

XVI.1 Prior to dissolution, the finance committee shall prepare a plan to ensure the corporations liabilities and obligations are paid and discharged, or otherwise adequately provided for. The plan shall also provide for the proper distribution of any remaining assets.

XVI.2 The dissolution plan must be approved by a majority of the directors. Directors shall be given at least five days' notice prior to the meeting to review the dissolution plan and the notice must include a copy or summary of the plan of dissolution.

* Movement School and its Board of Directors is committed to upholding all applicable state and federal laws. Specifically, Movement School and its Board of Directors is committed to recognizing Open Meetings Law G.S. §143-318.9 and abiding by this statute in accordance with all other by-laws as stipulated above.

MOVEMENT SCHOOLS ASSESSMENT AND CURRICULUM MATRIX

			Grade Level Used					Description	When Used	
			K	1	2	3	4	5		
Formative Assessments	Reading	STEP	X	X	X				STEP is a research-based formative assessment designed to build teacher capacity for literacy instruction and provide educators with the data necessary to improve student achievement in literacy across grades K-5. STEP assessment is administered 1:1 and documented using online progress monitoring.	Four times per year (Oct, Jan, Mar, June)
		Fountas and Pinnell			X	X	X	X	Levelled, formative reading assessment. Once students exceed STEP 12, students begin at F&P Level Q all the way through Z. F&P level guides what book students select during independent reading.	Four times per year (Oct, Jan, Mar, June)
		Movement Interim Assessments Reading			X	X	X	X	Interim Assessments (IAs) are curriculum aligned assessments that cover content addressed in recent grade-level units. IAs provide achievement blueprints for teachers to know proficient levels of mastery for each standard. These resources as well as assessment items available on Illuminate (online platform). Tests are administered and graded online.	Four times per year (Oct, Jan, Mar, June)
	Math	MAP	X	X	X				MAP is a computerized adaptive test which helps teachers make informed decisions to promote individualized academic growth. The structure of the test is cross-grade, which provides measurement of students who perform on, above, and below grade level.	Three times per year (Oct, Jan, June)
		Movement Interim Assessments Math	X	X	X	X	X	X	Interim Assessments (IAs) are curriculum aligned assessments that cover content addressed in recent grade-level units. IAs provide achievement blueprints for teachers to know proficient levels of mastery for each standard. These resources as well as assessment items available on Illuminate (online platform). Tests are administered and graded online.	Four times per year (Oct, Jan, Mar, June)
	Curriculum	Phonics and Fluency	Reading Mastery	X						Primary curriculum for all Kindergarten phonics instruction. Used in 1st and 2nd grade for students performing below grade level. Direct instruction that is very useful for students needing additional support.
Success for All				X	X				Phonics curriculum for 1-2 students performing on or above grade level. Less directive and more beneficial for students performing at grade level. Allows more extension and exploratory learning.	30 minutes during Guided Reading/Phonics Block
Reading Intervention		Wilson Foundations (K-2 SPED Intervention)	X	X	X				Our most directive curriculum, used especially for EC students in K-2 needing the most support. A systematic program focused on key foundational literacy skills, including phonemic awareness, phonics/word study, high-frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling.	Push-In/Pull-out during Guided Reading/Phonics Block
		Fountas & Pinnell Leveled Literacy Intervention (3-5 SPED Intervention)				X	X	X	Also a highly directive reading intervention, used primarily for special education students in grades 3-5 needing additional support. LLI is a powerful, face-paced, short-term intervention that provides daily, intensive, small-group instruction to supplement whole-class literacy instruction.	Push-In/Pull-out during Guided Reading/Phonics Block

Curriculum	Shared Reading, Social Studies, and Writing	Insight Humanities (Lavinia)	X	X	X	X	X	X	This is a fully integrated social studies and literacy curriculum. Selected texts are rigorous and present diverse narratives and representation. Emphasis on critical thinking and discussion based forums.	Writing and Guided Reading Blocks
		Close Reading for Meaning (Lavinia)			X	X	X	X	No longer focusing on decoding. Now reading for comprehension, with a deepend understanding of text. Allows you to go after craft structures. Emphasis on critical thinking skills and analyzing the purpose and author intent. Focus on analyzing smaller text and excerpts, allow students to experience a variety of forms of literature such as poetry, excerpts and non-fiction with a focus on analysis of author intent and interpretation. All text are unit-based, focused on a central theme, aligned to the Insight Humanities curriculum.	Writing and Guided Reading Blocks
		Movement Guided Reading	X	X	X	X	X	X	Internally created by teachers and school leaders. Students are placed in groups based off of their instructional level. Teachers are creating plans to push students to their next band levels. Reading groups are honing in on skills that align to that particular band levels. Using Lea and Lowe books.	Writing and Guided Reading Blocks.
	Math	Achievement First Math	X	X	X	X	X	X	AF Math is a nationally recognized, open source, math program focused on developing conceptual understanding, adaptive reasoning, and procedural fluency in students.	Core Math Block
		Math Stories (Lavinia)	X	X	X	X	X	X	A curriculum consisting of a daily problem. Problem types increase in level of rigor and access by grade.	Math/Number Stories Block
	Math Intervention	Contexts for Learning Mathematics	X	X	X	X	X	X	Contexts for Learning Mathematics is a rigorous K–6 classroom resource that uses a math workshop environment to teach GSEs. Contexts for Learning is used as an intervention for students needing additional support.	Push-In/Pull-out during Math Block
	Science	Amplify Science	X	X	X	X	X	X	Amplify Science is a phenomena-based, K–8 science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and debate like trained scientists and engineers.	Science Block
	Social Emotional Support	RULER	X	X	X	X	X	X	Developed by the Yale Center for Emotional Intelligence, RULER is a systematic approach to social emotional learning. RULER is an acronym for the five skills of emotional intelligence: Recognizing, Labeling, Understanding, Expressing, Regulating.	Morning Meeting/SEL Special

MOVEMENT SCHOOLS PROFESSIONAL DEVELOPMENT 2024-2025

The following is the proposed learning scope and sequence for 24-25. These events are subject to change depending upon data driven by student needs, teacher effectiveness, and community feedback.

JULY		
Wednesday Staff Meetings After School	Grade Level Intellectual Preparation Meetings	Teacher Training Days
None	None	<ul style="list-style-type: none"> -23-25 Goals and priorities -Guided Reading (Before Reading, During Reading, After Reading) -Reading Mastery -Implementing Achievement First Math -Math Stories -Student Experience: Taxonomy -Student Experience: Engaging Lessons -Mandated Reporting -Internalizing Lessons
AUGUST		
Wednesday Staff Meetings After School	Grade Level Intellectual Preparation Meetings	Teacher Training Days
<ul style="list-style-type: none"> -Emergency Management Protocols -Grade Team Meeting 	<ul style="list-style-type: none"> -Reading & Math Collaborative Planning -Practice Clinics 	<ul style="list-style-type: none"> -First Days Lesson Rehearsals -Family Communication -Classroom Set-up
SEPTEMBER		
Wednesday Staff Meetings After School	Grade Level Intellectual Preparation Meetings	Teacher Training Days
<ul style="list-style-type: none"> -Deescalation Training -Grade Team Meeting 	<ul style="list-style-type: none"> -Reading & Math Collaborative Planning -Practice Clinics 	None

OCTOBER		
Wednesday Staff Meetings After School	Grade Level Intellectual Preparation Meetings	Teacher Training Days
-STEP Testing administration -Effective Parent Teacher Conferencing -Report Card Comments and Grading -Grade Team Meeting	-Reading & Math Collaborative Planning -Practice Clinics	None
NOVEMBER		
Wednesday Staff Meetings After School	Grade Level Intellectual Preparation Meetings	Teacher Training Days
-Guided Reading Goal Cards -Grade Team Meeting	-Reading & Math Collaborative Planning -Practice Clinics	(TBD - responsive to data)
DECEMBER		
Wednesday Staff Meetings After School	Grade Level Intellectual Preparation Meetings	Teacher Training Days
-Guided Reading Effective Conferencing -Grade Team Meeting	-Reading & Math Collaborative Planning -Practice Clinics	None
JANUARY		
Wednesday Staff Meetings After School	Grade Level Intellectual Preparation Meetings	Teacher Training Days
-Culture Reboot -Grade Team Meeting	-Reading & Math Collaborative Planning -Practice Clinics	None
FEBRUARY		
Wednesday Staff Meetings After School	Grade Level Intellectual Preparation Meetings	Teacher Training Days
-Student-led Discourse -Grade Team Meeting	-Reading & Math Collaborative Planning -Practice Clinics	(TBD - responsive to data)
MARCH		
Wednesday Staff Meetings After School	Grade Level Intellectual Preparation Meetings	Teacher Training Days

-Data Analysis + Planning -State Test Prep -Grade Team Meeting	-Reading & Math Collaborative Planning -Practice Clinics	(TBD - responsive to data)
APRIL		
Wednesday Staff Meetings After School	Grade Level Intellectual Preparation Meetings	Teacher Training Days
-Data Driven Instruction -Grade Team Meeting	-Reading & Math Collaborative Planning -Practice Clinics	(TBD - responsive to data)
MAY		
Wednesday Staff Meetings After School	Grade Level Intellectual Preparation Meetings	Teacher Training Days
-Grade Team Meeting	-Reading & Math Collaborative Planning -Practice Clinics	None
JUNE		
Wednesday Staff Meetings After School	Grade Level Intellectual Preparation Meetings	Teacher Training Days
-End of Year Close-out -EOG Testing	-Reading & Math Collaborative Planning -Practice Clinics	None

A DAY IN A LIFE OF A MOVEMENT SCHOOL STUDENT

Below is a snapshot of what one of our students might experience during a typical school day.

ARRIVAL

As we pull up to the school, I see multiple staff members cheerfully greeting students and their families as they direct students and traffic to ensure safety, efficiency, and organization.

A staff member walks over to open my car door and assist with my exit. They offer an enthusiastic hello.

I enter the school and the Principal greets me by name with a high five. Other staff members also say hello as I walk to my classroom.

At my classroom door, my teacher greets me with a fist bump and an enthusiastic hello.

MORNING ROUTINE

I hang my backpack on the hook and take out the materials that I need for the day. Then, I get my breakfast and talk with my friends as we eat. Music is playing quietly in the background.

As more classmates arrive, our teacher gives a two-minute warning to let us know breakfast will end soon. We follow the breakfast clean-up procedure and transition to the rug for our Morning Meeting.

MORNING MEETING

My teacher reviews the goals for the day and the focus area for the day. Today, we are focusing on perseverance. They tell a story to illustrate that virtue in action.

At my teacher's instruction, I turn and talk to my neighbor about a time I persevered and then the class discusses ways we can exhibit that trait today at a school. Then, we collectively make commitments to our classroom community about how we are going to pursue that morning goal.

READING

Then, the class participates in our reading cheer. This gets us ready for reading time. As we chant, we transition to our line and from there I go to my designated reading room; this is my specific assigned small group.

With my reading teacher, I practice phonics and sight words. After phonics, I switch to independent reading where I get to pick out a book to read by myself. After that, I meet with my guided reading teacher and learn about character motivation by reading Cam Jansen as a group. We close out reading time with our reading cheer and head back to our homeroom.

MATH

Next up is math stories; here, we sit in a circle and the teacher reads a story that has a problem we have to solve. I try to solve it with my whiteboard and markers. I make sure to show my work. The teacher asks me to share with the class how I solved it. We hear from a few other students as well.

After that, we do core math. We use manipulatives and work with base ten blocks to practice specific problems. I first work with a partner, then independently. We finished this portion of the day with an exit ticket, which my teacher grades on the spot.

HUMANITIES

After that, we move into Humanities. We are learning about Ancient Egypt. We read a passage and discuss and share our perspectives and ideas related to that text. From there, we move into close reading where we read another passage on the same topic and identify the central idea of the text. We then line up to go to the cafeteria.

LUNCH / RECESS

The food at lunch is always really delicious. I enjoy talking to my friends while we eat. Once lunchtime is over, we have outdoor playtime. I get to play games with my friends on the playground.

READ ALOUD

When we come in from recess, our class has a calm-down period where our teacher reads a book out loud to our class. They pause and ask questions as they read. The teacher has us answer a variety of questions in a variety of different ways.

HUMANITIES / SCIENCE

Next we learn more about Humanities and then Science. We watch a video about Ancient Egypt and talk about what life was like in that civilization.

For Science, we have to solve a story problem. We watch an exciting video about electricity. Then, we have an activity where we have to pretend to fix a major electricity outage in our community.

CHOICE TIME / CLOSING MEETING

As we begin to wrap up with our school day, we get to do choice time. For this portion, we can choose which station we want to go to / which activity we want to do. I decide to play chess.

Next, we come back to the rug for our closing class meeting where we reflect on whether or not we met our goals that we had discussed in the morning. We have an opportunity to shout-out our classmates who demonstrated perseverance, our core virtue that we had talked about that morning. After that, we pack our items and prepare for dismissal.

DISMISSAL

I line up and join the other bus riders and say goodbye to my car-rider classmates. The teacher serving as the bus monitor takes me to my bus' area and they help me safely board my bus to head home.

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Movement School

2. Full name: William Montell Watson

Home Address: 911 Rising Rd. Waxhaw NC 28173

Business Name and Address:

Telephone No.: 540-968-3715

E-mail address: montell.watson@movement.com

3. Brief educational and employment history.

BA in finance from Elon university. Worked for 2 years at Wells fargo(credit manager), 2 years of banking at RBC Bank, 6 years at Td ameritrade as an investment consultant, 5 years as the director of corporate strategy and direct to consumer at Movement mortgage.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X Yes

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I currently work at Movement Mortgage and had volunteered at the school and believe that to improve current upward mobility it starts with education. Movement School has the

chance to truly make a difference for the next generation within our city and country. I'm gracious to be a part of the board.

6. What is your understanding of the appropriate role of a public charter school board member?
My Understanding is that my role of a board member is to ensure the school staff has proper support and to consistently inform the staff of the current goals and vision of the school. WE should also be responsible for reviewing metrics/kpis to provide valuable feedback and support to help the school leadership and staff be as successful as possible.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I currently lead a significant sales vertical at a top 5 mortgage company in the U.S. I have also had the chance to work directly with the community to develop programs with non profits to help provide education and roadmaps to help minorities have more opportunity to have the American dream of homeownership.
8. Describe the specific knowledge and experience that you would bring to the board.
 - Developing community engagement strategies
 - Helping with marketing for new acquisition of students and teachers.
 - Performance management
 - Budget and financial analysis

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Movement School is committed to loving and valuing our students through education. It is our belief that every student is different and deserves every opportunity that is available to the greater community. It is also our belief that the students when given the right tools, will perform at the highest levels.
2. What is your understanding of the school's proposed educational program?
I believe the proposed educational program will be successful in development the next generation. I believe in the learning style and focus on character development within the curriculum. I think the ability to have small group learning is an extremely valuable tactic to provide extreme value and benefits to each kid.
3. What do you believe to be the characteristics of a successful school?
I believe transparency and having a vision of where you are going is extremely important. You must also have consistent performance management of strategic metrics to ensure we are striving to be one of the best schools in the country. We must have metrics/goals that are attainable, realistic, measurable, and simple for everyone to cohesively rally around. Lastly, we must create major trust amongst the leadership, staff, and parents to hold each other accountable and march towards the same goals.

4. How will you know that the school is succeeding (or not) in its mission?
We will know if the school is succeeding by specific metrics and through anecdotal elements. I think combining specific metrics with anecdotal elements we will be able to fully understand the success of the school within our mission. We will use hard numbers, goals and certain measurements to measure success but incorporate anecdotal pieces that are community involvement focused as well to provide value to measure success in our mission.

Governance

1. Describe the role that the board will play in the school's operation.
As mentioned the board will help with providing value to ensure the school leadership and staff have a full understanding of goals, vision, and consistently provide support to ensure the schools overall success.
2. How will you know if the school is successful at the end of the first year of operation?
If the school is hitting the academic kpi's and operating in the green within the first year I would consider that a successful year. From the goals set if we are meeting 90-95% here I would consider success and also ensuring we appropriately form future foundational pieces such as PTA and volunteering partnerships.
3. How will you know at the end of five years of the schools is successful?
Consistently improving and hitting the schools goals while learning from any missteps.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Review progress and goals consistently while ensuring everyone is aligned with goals and roles within the board.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
We have to take a strong stance on unethical actions to ensure it will not be tolerated. If someone or myself believes there are members acting in this manner we will need to confront anyone acting in this way. Would probably be beneficial to include another board member to sit down with the person/parties to understand the actions and if they are unethical we would need to speak with the entire board to take appropriate actions.

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

William Montell Watson 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 _____ Movement Charter School is true and correct in every respect.

Signature

DocuSigned by:
Montell Watson
79210FC8CCCD47F...

Date

4/25/2023

The logo consists of the letters 'MW' in a white, serif font, centered within a dark red square.

MONTELL WATSON

Mortgage Professional & Minority Advocate

Summary

Passionate and driven leader with over 15 years of experience in multiple areas of the financial industry. Consistently thriving to better personal self as well as others. Strong analytical skills, respected professionalism, and exceptional attention to detail. Collaborative management style allows for strong relationships, producing future leaders and exemplary results. Expertise in business planning, team management and effective communication, will make a valuable asset to any team.

Experience

DIRECTOR | MOVEMENT DIRECT

March 2018- Present

Movement Mortgage

DIRECTOR | CORPORATE STRATEGY

October 2017-March 2018

Movement Mortgage

AVP SPECIAL PROJECTS

May 2016-October 2017

Movement Mortgage

Licenses

Series 66 : Series 7

Education

BACHELOR OF BUSINESS ADMINISTRATION

Accounting & Finance

Elon University

EXECUTIVE CFP CERTIFICATION

Financial Planning & Services

Wake Forest University

540.968.3715

MONTELL.WATSON@MOVEMENT.COM

[HTTPS://WWW.LINKEDIN.COM/IN/MONTELL-WATSON-502A8721/](https://www.linkedin.com/in/montell-watson-502a8721/)

The logo consists of the letters 'MW' in a white, serif font, centered within a dark red square.

MONTELL WATSON

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Summary

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MONTELL.WATSON@MOVEMENT.COM

[HTTPS://WWW.LINKEDIN.COM/IN/MONTELL-WATSON-502A8721/](https://www.linkedin.com/in/montell-watson-502a8721/)

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Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

MOVEMENT CHARTER SCHOOL

2. Full name:

JOHN GARRETT MCNEILL

Home Address: 2418 WOLF POND RD

Business Name and Address: MOVEMENT FOUNDATION

8024 CALVIN HALL RD., INDIAN LAND SC, 29707

Telephone No.: 704-526-9080

E-mail address: GARRETT@MOVEMENTFOUNDATION.ORG

3. Brief educational and employment history.

EAST CAROLINA UNIVERSITY - BA FINANCE

2008-2010 - CAPITOL FINANCIAL SOLUTIONS

2010-2011 - THE WORLD RACE

2011-2012 - HERMITAGE WEALTH MANAGEMENT

2012-2014 - WITH OPEN EYES FOUNDATION

2014-PRESENT - MOVEMENT FOUNDATION

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes: X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I helped in drafting the original charter for the first Movement School in Charlotte, NC and have been involved with the school in some capacity ever since. I have helped in the real estate acquisition and development of subsequent properties and have worked to ensure the future success of the school through facilitating partnerships in the community. I am deeply committed to the work of Movement School.

6. What is your understanding of the appropriate role of a public charter school board member?

I understand the role of a board member to both inform and support the school staff. Through casting vision and goal setting the board is responsible for the overall direction of the school. Outside of this and monitoring progress, the role of the board member is to provide the best support possible to the school director and staff in order to ensure successful outcomes.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve on Sugar Creek Charter School's board which is one of the highest performing high poverty charter schools in North Carolina. I have also had experience serving on the board of multiple non-profits in the greater Charlotte community. I have been intimately involved with starting and running charter schools and this has given me great insight into the fiscal and infrastructural needs of establishing a charter school.

8. Describe the specific knowledge and experience that you would bring to the board.

Developing a month over month cash flow and five year budget for school revenue and expenditures

- **Managing the construction process**
- **Technology procurement and infrastructure**
- **Low-Volt facilities management**
- **Securing and executing state contracts for goods and services**
- **Staffing and Hiring well equipped school staff**
- **Marketing a new school within a local community**
- **Vendor identification and negotiation for goods and services**
- **Facilities Management**
- **Developing comprehensive project plan**
- **Playground surfacing and equipment expertise**
- **Working relationships with city and county government**

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Movement School is committed to loving and valuing our students through education. It is our belief that every student is different and deserves every opportunity that is available to the greater community. It is also our belief that the students, when given the right tools, will perform at the highest levels.

2. What is your understanding of the school's proposed educational program?

Though not an education expert, I fully believe in the learning style and emphasis on character development that is present in the Movement School curriculum. The interventionist position and resulting opportunities for small group learning within the greater context of the classroom is something I believe to be beneficial. The ways the school chooses to integrate technology is also a highlight.

3. What do you believe to be the characteristics of a successful school?

A successful school must be brutally honest and hopefully optimistic. We must understand where we are falling short and address these areas while striving to become one of the top performing schools in the country. Goal setting and monitoring is extremely important, and the goals must be realistic. Successful schools typically develop a strong staff and school culture as well. I trust that if we create an environment of loving and valuing our staff and students and their families while holding our students and staff academically accountable, we will be successful.

4. How will you know that the school is succeeding (or not) in its mission?

I think this is represented both statistically and anecdotally. There are absolute metrics that will measure our students academic success and there are measurable goals that will allow us to ascertain the school's "success." However, there are many other elements that lead to success in the life of those associated with Movement School which is typically expressed anecdotally. If we are able to love and value our students through our wrap-around services model, I believe this also lends itself to "success". Mental health, social services, after hours events, and the overall culture of the school is something much more difficult to measure but it is something I hold equally important when trying to understand "success."

Governance

1. Describe the role that the board will play in the school's operation.

As mentioned earlier the school board will be responsible for goal-setting and monitoring. Financial modeling, facilities management, and academic performance and culture are the four areas where I think the board has the most opportunity to set the tempo of the school. Though the board is able to set the desired path, it is my belief that the school director is equally responsible in taking the feedback and vision of the board and implementing that within the daily context of school.

2. How will you know if the school is successful at the end of the first year of operation?

There are a few metrics that are readily available in determining a successful first year. If the school is achieving its academic benchmarks as well as operates at a surplus in the first year, I would consider this successful. If the school is able to establish a strong PTA and volunteer base for ongoing operations this will also be critical for future success. If the school meets or exceeds 90% of year 1 goals then I would consider it a success.

3. How will you know at the end of five years of the schools is successful?

This answer is similar to the previous question. If the school continues to progress year over year and meets or exceeds 90% of its year over year goals then I trust it will be a successful school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The school board will need to monitor progress through monthly meetings and become intimately involved with the school through board committee assignments. This monitoring and subsequent correction when needed will help the school stay on track and meet or exceed its goals.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Unethical actions will not be tolerated by the board of Movement School. If there is a belief that one or more members are acting unethically, it would be my responsibility to bring another board member in order to confront the party with the allegations in order to discuss if it is worthy of presenting to the full board and the extent of the truthfulness of the allegations. If these actions are deemed unethical it would need to be discussed amongst the entire board in order to provide transparency to the greater community and in order to evaluate and execute appropriate actions.


*Please include the following with your Information Form

- a **one page** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, J. Garrett McNeill, 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 Movement Charter School is true and correct in every respect.

Signature 
Date 4/26/2023

John Garrett McNeill

4920 El Molino Drive, Charlotte, NC

704-526-9080

garrett@movementfoundation.org

Education

East Carolina University, Greenville, North Carolina

Bachelor of Science - Finance

Gordon Conwell Theological Seminary, Charlotte, North Carolina

Masters of Divinity

Qualifications

Personal and persuasive with clientele, workforce and management personnel.

Self-motivated, independent, strong and capable presence.

Employment

2013 – Present: Director, The Movement Foundation, Charlotte, NC

2012 – 2013: Field and Partner Relations, With Open Eyes Foundation, Charlotte, NC

Traveled overseas to assess the needs of partners as well as establish new ministry sites. Grew ministry from 75 partners to over 200 in less than a year and expanded into new regions. Created key marketing initiatives, spoke on behalf of organization at conferences and large events, and managed donor relationships.

2011 – 2012: Director of Client Services, Hermitage Wealth Management, Richmond, VA

Engaged high net worth individuals and consulted on corporate retirement plans, becoming a top 10 firm in the country. Developed creative marketing strategies and worked with top level executives to implement employee centered education models.

2010 – 2011: Missionary (Squad Leader), Gainesville, GA

Coordinated logistics for over large teams traveling by plane, bus, train, or boat to over 20 countries. Reviewed and managed all finances and budgets for the squad. Worked with organizations in 4 continents to establish and maintain relationships with ministry hosts. Participated in ministries including sex-trafficking prevention, church planting, clean water initiatives, construction, and orphanages.

2008 – 2010: Financial Advisor Capitol Financial Solutions, Raleigh, North Carolina

Worked to build strong financial relationships with individuals, specializing with small business entrepreneurs. Prepared in-depth, client-specific reports and assisted in planning for their financial futures. Attained Series 7, Series 66, Life, Health, and Long Term Care Licenses.

Board Positions

- Sugar Creek Charter School
- Whatever is Pure
- Agape Love Christian Ministries
- Parish LB

Computer Skills Microsoft Word, Microsoft Excel, Microsoft Power Point, Microsoft Access, VIP Computer systems, Reuters and Sun Guard Financial Planning.

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Movement Charter School

2. Full name: Lorraine Vizzuso Roussell

Home Address: 912 Rising Road Marvin NC 28173

Business Name and Address: Movement Mortgage, LLC 8024 Calvin Hall Road Fort Mill SC 29707

Telephone No.: 201.396.7877

E-mail address: lorraine.roussell@movement.com

3. Brief educational and employment history.

Education:

B.A. University of Virginia, 2001

J.D. Wake Forest University School of Law, 2004

Employment:

Movement Mortgage, Associate General Counsel, 2017-present

Movement Mortgage, Director of Special Projects, Talent, 2016-2017

Rising Crossfit, Coach, 2013-2017

Morrison YMCA, Coach, 2011-2013

Schenck, Price, Smith, & King, LLP, Senior Associate, 2004-2009

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X Yes

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
Given my background in education law and representing school boards, a former board member recruited me to join the Movement School Board. I wish to serve on the Board in order to share my experience and knowledge of school governance and school law to give back to an underserved population.
6. What is your understanding of the appropriate role of a public charter school board member?
My understanding of the role of a school board member is to assist, advise, and support the schools, the administration, and the staff. A school board member can serve as a sounding board and guide post to those intimately involved in the day-to-day operation of the schools.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
While not having served on another school board, my role as board counsel for a number of NJ public schools has provided me with wealth of insight into the innerworkings of a school district. As board counsel, I was involved with a variety of school governance issues, including school finance, special education, employment concerns, contract negotiation, vendor management, and policy and procedure drafting and maintenance.
8. Describe the specific knowledge and experience that you would bring to the board.
- Contract negotiation, both with staff and vendors
 - Serving special education students and families
 - Guiding administrators and supervisors through employment matters
 - Drafting and updating policies, procedures, and employee handbooks
 - General board governance

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Movement School is committed to loving and valuing scholars through education. It is the belief of Movement School that each scholar is different and deserves every opportunity that is available to the greater community. It is the goal and belief of Movement Schools that every scholar, if given the right opportunity, can achieve academic success.
2. What is your understanding of the school's proposed educational program?

My understanding of Movement School's educational program is that the School is dedicated to educating the "whole student" – both through a rigorous academic curriculum and the development of the students' character – through strong student-teacher-family relationships and community support.

3. What do you believe to be the characteristics of a successful school?
True success is not defined only by academic achievement of our students but by evaluating the development of the student as a whole. A successful school is also one that has a motivated and positive administration and staff who bring an excitement and energy to work each day, creating an environment of total success for our students.
4. How will you know that the school is succeeding (or not) in its mission?
The greatest indication of success will be seen through enrollment and retention. If our schools are successful, our families will tell their friends and neighbors and those friends and neighbors will want to become a part of Movement Schools.

Governance

1. Describe the role that the board will play in the school's operation.
The board's role is to work behind-the-scenes to support the school's "frontline" administration and staff. Through vision-casting, fiscal management, and strategic hiring, the board can help develop a framework of school operations to support the day-to-day functioning of the school.
2. How will you know if the school is successful at the end of the first year of operation?
Academic achievement is the easiest and most obvious measure of success; however, student and family engagement along with retention and enrollment requests will also show that the school has met its goals.
3. How will you know at the end of five years of the schools is successful?
Again, academic achievement is the best indicator of a successful school, along with sustained retention/enrollment and buy in by students and their families of Movement's culture and goals.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Continuing to hire and develop strong leaders throughout the school, from top to bottom and to responsibly shepherd the financial resources with which the board has been entrusted will ensure continued success.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would follow the board's bylaws and guidelines to appropriately and immediately address such unethical behavior.

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Lorraine Roussell, 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 Movement Charter School is true and correct in every respect.

Signature
Date

DocuSigned by:
Lorraine Roussell
F1992E7E9FF0400...
4/25/2023

Lorraine Roussel

Lorraine Roussel started her legal career in private practice in New Jersey, at the law firm of Schenck, Price, Smith, & King, LLP. Her practice centered around education law, serving as board counsel for a number of public school districts, where she advised and directed school boards with regard to employment contract negotiation, policy writing, student and staff handbooks, special education matters, HR issues, internal investigations, and overall general board governance.

Ms. Roussel is a licensed, practicing attorney currently employed as Associate General Counsel for Movement Mortgage, LLC (“Movement”). Ms. Roussel has been Associate General Counsel at Movement since 2017, handling primarily regulatory complaints, while also assisting with issues involving renovation loans, servicing, intellectual property, and employment. Prior to becoming Associate General Counsel, Ms. Roussel served as Movement’s Direct of Special Projects, Talent, focusing on drafting and updating employment policies and procedures and handbooks, and talent development.

Ms. Roussel earned her undergraduate degree from the University of Virginia (BA, History, 2001) and received her JD from Wake Forest University School of Law (2004). Outside of work, Ms. Roussel enjoys spending time with her husband, children, and many fur babies, coaching youth field hockey, gardening, and crossfitting.

Charter School Board Member Information Form

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Movement Charter School

2. Full name: Michelle Louise Donnelly

Home Address: 10601 Waxhaw Manor Drive Waxhaw, NC 28173

Business Name and Address: Takeda Pharmaceuticals, 500 Kendall Street, Cambridge, MA 02142

Telephone No.: 704-621-3186

E-mail address: michdonnelly4@gmail.com

3. Brief educational and employment history.

- BS Pharmacy Massachusetts College of Pharmacy and Allied Health Sciences
- Harvard Business School- Global General Management Program graduate and alum

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes: X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

My family and I have been big supporters of the Movement School mission and vision since the beginning. Providing support and leadership to this mission and vision is something I

expressed early to both Tim and Casey. When the opportunity arose Tim and I began having conversations about me becoming part of the board.

6. What is your understanding of the appropriate role of a public charter school board member? I understand that the role of a board member is to support the school staff and network leadership as the board is responsible for the overall direction of the school. Support can come in many ways from problem solving to setting vision and goals. The board should strive to provide the most productive support and leadership to the school to yield the best possible outcomes.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have held many leadership positions over the course of a 25-year corporate career. Many of which were governing leadership roles. I have played a lead role in implementing several local charities the Rise Up Give Back Foundation and The Angel Tree program.
8. Describe the specific knowledge and experience that you would bring to the board.
 - Setting strategy, executing strategy and operationally scaling to deliver performance over time
 - Decades of experience leading PnL operations
 - Technology procurement, infrastructure and transformation
 - Setting and implementing marketing and communication strategies
 - Recruiting, hiring and developing talent including performance management and talent succession planning
 - Developing and implementing comprehensive project plans
 - Cultivating and maintaining large scale B2B relationships

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Movement School is committed to loving and valuing our students through education. It is our belief that every student is different and deserves every opportunity that is available to the greater community. It is also our belief that the students, when given the right tools, will perform at the highest levels.

2. What is your understanding of the school's proposed educational program?

Although my expertise is not in education, I truly believe in what the Movement School curriculum focuses on. The small group learning focus being implemented around building reading proficiency I believe to be key to showing improved performance. The school leverages technology to help the students learn and invests all available resources to in classroom instruction.

3. What do you believe to be the characteristics of a successful school?

Like any other business or organization, it must be honest and realistic about the environment it is operating in and the challenges and tail winds within that environment. Setting clear, specific, and measurable KPIs and then communicating those KPIs throughout the school and network are key so that every single employee knows what they are focusing on day in and day out. Setting goals, being transparent with those goals and then publishing the performance against those goals can help build trust with staff

and families. Cultivating a listening and collaborative environment and culture where people feel accountable and invested in the greater success of the school.

4. How will you know that the school is succeeding (or not) in its mission?

There are many indicators to success, I believe these are a few of them:

- Student progress and academic performance
- Teacher turnover (specifically regrettable losses)
- Student body enrollment numbers
- Family engagement
- Employee engagement

Governance

1. Describe the role that the board will play in the school's operation.

As far as the school's operations go, the board will be accountable for goal-setting and monitoring. Financial modeling, scaling and academic performance and culture are the four areas where I think the board has the most opportunity to set the tempo of the school. Although the board helps set the path for the school the schools administration should be just as responsible in taking the feedback and vision of the board and implementing that within the daily context of school.

2. How will you know if the school is successful at the end of the first year of operation?

The items I mentioned above in question 4 all have metrics associated with them and so academic benchmarks, % regrettable turnover, enrollment numbers, matriculation %, PTA/family engagement will all show how the school is progressing holistically.

3. How will you know at the end of five years of the schools is successful?

My answer here would be similar to the answer above in that there is consistent achievement in the goals over a sustained period of time.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The school board will need to monitor progress through monthly meetings and become intimately involved with the school through board committee assignments. This monitoring and subsequent correction when needed will help the school stay on track and meet or exceed its goals.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

This would need to be handled head on and addressed swiftly as unethical actions will not be tolerated by the board of Movement School. It needs to be brought forward and investigated by the board. If in fact the behavior/actions were unethical the individual would need to be removed from their seat and the appropriate communication would need to be cascaded to the appropriate parties.

*Please include the following with your Information Form

- a one page resume

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Movement School

2. Full name: Keri-Ann Tashina Thomas

Home Address: 105 Wyndmont Way, Covington, GA 30014

Business Name and Address:

Telephone No.: 404 493 6600

E-mail address: Kerriann.thomas@movementschool.com

3. Brief educational and employment history:

B.A.—Spelman College

M.A.T.—Columbia University (TC)

Teacher, department chair, instructional coach, academic dean, principal and regional superintendent at Achievement First charter schools in New York and Connecticut.

Instructor, RELAY Graduate School of Education. Published author.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes: X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited by Tim Hurley and Casey Crawford to serve on the board of directors. Casey was the founding board chair for Movement School. Tim is the current chair, and the executive director of the Movement Foundation.

I have devoted my life mission to serve students from communities similar to my upbringing. I deeply believe in our students abilities and their potential and chose a career path that allows me to witness their amazing talents daily. As a former teacher, Assistant Principal, Principal and Superintendent I am constantly thinking about the needs of children from every angle and every seat, there fore I believe I can add a ton of value on the board.

6. What is your understanding of the appropriate role of a public charter school board member? We provide oversight and guidance to the school. We are there to support the school leaders and hold them accountable to meeting goals. We are also there to support them as needed and help them build strategy. Our primary focus is on budget, strategy, hiring and progress to goal.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

During my time as a principal and regional superintendent for Achievement First in New York and Connecticut I regularly worked with school boards. I have also served on the Movement School and Movement School Eastland board for nearly a year. As a board member it has been critical to have a clear lens on the schools needs, strengths and overall performance and I have been committed to weekly school visits in which I serve as support to the schools. This allows me to be an effective board member to be able to speak to the work on the ground.

8. Describe the specific knowledge and experience that you would bring to the board.
I bring over a decade of educational and school leadership expertise to the board. I served as a teacher, academic dean, principal, and regional superintendent with Achievement First. As principal, I led the strongest turn-around in the history of the network, leading my school to become the number 1 elementary school in Hartford, CT and the only school in the network to hit every academic goal K-4 in every subject. As a regional superintendent, I led all my principals to strong or exemplar performance on the Achievement First report card.

I completed the Leverage Leadership Institute at RELAY Graduate School of Education. Leaders selected for the fellowship are "in the top 10% of schools in their local district or state and have led student outcomes and opportunities to double-digit gains." I completed this program with highest honors and now serve as a senior instructor for RELAY.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

We exist to love and value students by preparing them to succeed in college and in life. We build exceptional schools, available to all, focused on academics and character.

2. What is your understanding of the school's proposed educational program?
Our program is modeled after the highly successful programs at Achievement First and Uncommon Schools, as described in the RELAY graduate school of education curriculum. Our curriculum is rigorous and aligns to the common core standards in which encourages student thinking, discourse and conceptual understanding.
3. What do you believe to be the characteristics of a successful school?
 - (1) Unwavering commitment that all students can excel
 - (2) Deep commitment to all student social emotional well being and development
 - (3) Recruiting exceptional leaders capable of inspiring teams and producing results.
 - (4) Clear, data based goals. Frequent reflection and accountability on progress to goal.
 - (5) Codified use of research-based best practices and curriculums.
 - (6) Deep love and affection for students and school community
 - (7) Clear-eyed fiscal management, accurate budgets, not relying on philanthropy for operating costs
 - (8) Strong staff and student culture in which they feel safe, seen, heard and valued.
4. How will you know that the school is succeeding (or not) in its mission?
 - (1) Performance against academic goals that aligns to the states report card
 - (2) Interim assessments and bi weekly quizzes/learn checks
 - (3) Feedback and demand from community
 - (4) Retention of current staff members, families and students.

Governance

1. Describe the role that the board will play in the school's operation.
The board will set long-term strategy, monitor the budget, and monitor progress to academic goals. Our most important job is choosing school leadership and giving them support, counsel, and oversight. Our job is to steward the resources and students entrusted to the school.
2. How will you know if the school is successful at the end of the first year of operation?
 - (1) Hitting academic targets
 - (2) Hitting budget targets
 - (3) Strong retention of high-performing teachers and strong staff culture
 - (4) Strong enrollment numbers for year two
 - (5) strong family and student retention
3. How will you know at the end of five years of the schools is successful?
 - (1) Hitting long term academic targets
 - (2) Consistent history of hitting budgeting targets
 - (3) Consistent hit enrollment numbers with strong waitlist driven by parent referrals

(4) Strong pipeline of teachers, both new and rising leaders

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

- (1) Help school leader create a culture of setting ambitions, measurable goals and hitting them
- (2) Ensure we always have a strong school leader and support that person
- (3) Help school leader navigate unforeseen challenges that will arise
- (4) Do everything we can to support smooth operations, budgeting, etc. so that school leader can devote as much time as possible to academic leadership
- (5) Hold a high bar for school achievement in all areas

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would first document my concerns in writing. I would then bring my concerns to the board chair and school attorney. If my concerns were with the board chair, I would go to the school attorney directly. With guidance from the attorney, I would bring my concerns to the full board, the NC Department of Education, and law enforcement as necessary.

*Please include the following with your Information Form

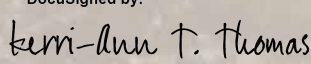
- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Kerri-Ann T. Thomas, 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 Movement School

Charter School is true and correct in every respect.

DocuSigned by:

 308CBCCB322B401...

Date 4/25/2023

Kerri-Ann T. Thomas

383 Essex Street Brooklyn, NY 11208

Email: Kerriannt01@gmail.com Phone: (404) 493-6600

Education

Columbia University (TC), New York, NY

Master of Arts, Honors

Department: Curriculum and Teaching

Spelman College, Atlanta, GA

Bachelors of Arts, Honors

Major: Psychology

Minor: Philosophy

Experience

Regional Superintendent

June 2018 – Present

Achievement First

Brooklyn, NY

- Manages several Achievement First elementary schools and directly coaches the principals
- Lead the NY Elementary principal cohort in our network (all NY elementary principals). Leads and organize professional development for all elementary school principals bi-weekly. Led the strongest growth data for the principal organizational health over a short period of time. All schools in portfolio hit strong or exemplar performance on the AF report card, and top ranking in the state of NY.
- Navigator Coach- coached leaders in New York, North Carolina and Tennessee on the AF math program.

Principal

May 2016 – June 2018

Achievement First Hartford Elementary

Hartford, CT

- Led the strongest turn-around in the history of Achievement First bringing the lowest performing school to top 3 in the network, number 1 elementary school in Hartford, CT, and the only AF school to hit every academic goal K-4 in every subject.
- Leads a team of over 70 staff members, creating the vision and foundation for the schools priorities and goals. Highest growth in the network in organization health survey and staff retention of 80%.

Principal in Residence /Academic Dean

June 2014 – May 2016

Achievement First Endeavor Elementary

Brooklyn, NY

- Consistently led the strongest elementary reading and math results in the entire AF network becoming the highest performing academic elementary dean in the network.
- Tracked useful academic data (e.g. weekly and interim assessments, homework completion rates) communicating results to inspire students, teachers and parents.
- Directly coached a portfolio of teachers to help them master the Achievement First Essentials of Effective Instruction.
- Regularly observed lessons to deliver targeted feedback to teachers, provide weekly coaching sessions and host daily live coaching.
- Assisted teacher leaders (e.g., coaches, grade team leaders) in developing leadership skills such as reviewing student work, leading intellectual preparation protocol, and building people leadership.

Director of Saturday Academy Tutoring Program

October 2011 – May 2015

Achievement First Crown Heights & Endeavor Elementary

Brooklyn, NY

- Created, organized, collated and prepped all lesson plans for 3rd and 4th grade ELA & Math.
- Led numerous Professional Developments around teaching with excellence, Teach Like A Champion taxonomy and differentiation of instruction.
- Analyzed IA data to inform future instruction and push achievement (i.e. designed groups based on level, met all scholars at their zones of proximal development).
- Provided weekly observations and feedback to colleagues.

Founding Teacher/Instructional Coach/ Grade Level Leader
Achievement First Endeavor Elementary

July 2011 – June 2014
Brooklyn, NY

- Taught grades 1-4 explicit Phonics, Guided Reading, Reading Comp, Mathematics, Social Studies, Science & Grammar (received the highest academic success in the network).
- Analyzed and created data driven instructional plans during each interim assessment cycle that were targeted and intentional.
- Integrated data in ways that would assist in tracking growth during both formative and summative assessment cycles (worked with the lowest achieving scholars).
- Served as Grade Level Leader (2nd grade and 3rd grade), coaching the Teacher's in Residence (Provided weekly observation and feedback), co-leading school-wide morning motivation every Friday (a time which builds school culture and scholar investment), and coordinating field trips.
- Provided lesson plan feedback/coaching for 1st year teachers in Reading Comprehension.
- Led professional developments on Race & Education, Teacher Evaluation, Finishing Strong Culturally & Academically and Academic Test Norming.

Professional Affiliations

Relay Graduate School of Education

Leveraging Leadership Institute (LLI)

June 2019 – Current

- The LLI programs brings the most talented leaders across the nation to develop core leadership skills. This program is geared towards superintendents and principal managers. Reached Platinum Status (certified to train leaders on the levers of leadership).

Children's Book Author

Fall 2014 - Present

- Author of children books "*The Coffee Shop*" and "*Roll Call*". The Coffee Shop tackles the controversial topic of gentrification from a child's perspective. This story expresses multiple viewpoints on the topic of gentrification all while never explicitly choosing one side of the argument. "Roll Call" tells the unique story from two different perspectives about embracing your name and its diversity. This story teaches all ages the power of being unique and how to accept who you are.

Alpha Kappa Alpha Sorority Incorporated

April 2008-Present

- Community Service Based Organization

Relay Graduate School of Education

Principal Certification Program

June 2015 – June 2016

- Relay is a program that brings together principals from all over the nation for a cohort experience focused on learning from key network leaders and each other to build skills and mindsets in 3 areas - Instructional Leadership, Cultural Leadership and Leadership of People. Finished the program with high academic recognition.

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Background

1. Name of charter school on whose Board of Directors you intend to serve: Movement Schools

2. Full name: Jason Terrell

Home Address: 3155 Beech Drive, Decatur GA 30032

Business Name and Address:

Telephone No.: 4049144659

E-mail address: jterrell@wffmail.com

3. Brief educational and employment history.

EDUCATION:

- BA Political Science, Philosophy- Furman University
- MEd Secondary Education- Johns Hopkins University

EMPLOYMENT:

2012-2015- James Martin Middle Schools: Secondary English Teacher

2015-2021- Profound Gentlemen: Co-Founder & Executive Director

2021-Present- Walton Family Foundation: Program Officer

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

Movement has been an asset in the Charlotte community and as a former teacher and Executive Director in Charlotte, I have looked to Movement as a model of transformational educational change. I was asked to join Movement's board because of our shared interest in promoting academic success and ensuring that students have an opportunity to see diverse teachers in the classroom.

6. What is your understanding of the appropriate role of a public charter school board member?

My understanding is that my role of a board member is to ensure the school staff has proper support and to consistently inform the staff of the current goals and visions of the school. We should also be responsible for reviewing metrics/KPI's to provide valuable feedback and support to help the school leadership and staff be as successful as possible.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While I have not previously served on the board of another school, I have the capability to be an effective board member based on my education and philanthropic experience. I have also serve on a number of nonprofit boards and understand the importance of "duty of care," "duty of loyalty," and "duty of obedience."

8. Describe the specific knowledge and experience that you would bring to the board.

- Teacher Recruitment and Retention strategies
- Performance Management
- Budget and Financial Management
- Diversity, Equity, Inclusion Strategies
- Fundraising

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Movement school is committed to loving and valuing our students through education. It is our belief that every student is different and deserves every opportunity that is available to the greater community. It is also our belief that the students when given the right tools, will perform at the highest levels.

2. What is your understanding of the school's proposed educational program?

I believe the proposed educational program will be successful in developing the next generation. I believe in the learning styles and focus on character development within the curriculum. I think the ability to have small group learning is an extremely valuable tactic to provide extreme value and benefits to each kid.

3. What do you believe to be the characteristics of a successful school?

I believe transparency and having a vision of where you are going is extremely important. You must also have consistent performance management of strategic metrics to ensure we are striving to be one of the best schools in the country. We must have metrics/goals that are attainable, realistic, measurable, and simple for everyone to cohesively rally around. Lastly, we must create major trust amongst the leadership, staff, and parents to hold each other accountable and march towards the same goals.

4. How will you know that the school is succeeding (or not) in its mission?
A school's success or lack thereof can be measured multiple ways. We can see success in test scores. We can see success in the stories of its graduates who go on to higher education, gainful employment, healthy relationships. We can see it in the uplift of the surrounding community (intact families, employment, home ownership, good neighbors.)

Governance

1. Describe the role that the board will play in the school's operation.
The board must set the standard for the school and function as an overseer in assisting the school staff in meeting that standard. The board should provide guidance in the areas of academic excellence, promotion of a healthy and positive culture, proper management of the facilities and balancing of the budget.
2. How will you know if the school is successful at the end of the first year of operation?
 - Achievement of academic benchmarks
 - Achievement of character development
 - Self-sustainability (operating at a surplus after the first-year)
3. How will you know at the end of five years of the school's operation?
Same as above, plus additional growth (adding grades, expanding to other parts of the city, retaining staff, and attracting new staff, retaining families, strong PTA)
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 - Hiring and managing quality staff
 - Clearly stating mission and goals to be achieved (annually/quarterly)
 - Providing a board of individuals with whom the staff feels comfortable so that problems that arise can be addressed immediately and effectively
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Unethical behavior cannot be tolerated by the board. If it came to my attention that one of the school's board members was acting unethically, I would share this information with the rest of the board and together we would decide which steps were necessary to alleviate the situation in the best interest of the school.

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Jason Terrell, 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 Movement Charter School is true and correct in every respect.

DocuSigned by:

4/25/2023

Signature
Date


90668C4BF7E7488...

JASON TERRELL

Recognized in "2017 Forbes 30 Under 30" for Social Entrepreneurship

 Jason@ProfoundGentlemen.org

 [LinkedIn](#)

 (404) 914-4659

 Atlanta, GA

PROFESSIONAL SUMMARY

- An impact-driven social thought partner
- Industry expert on nonprofit start-up, teacher diversity, and the U.S. education system
- Grassroots experience promoting diverse representation
- Capital generator who believes in the power of collective wisdom to drive social change

WORK EXPERIENCE

PROGRAM OFFICER | 2021 TO PRESENT

Walton Family Foundation

- Conducted research to identify and source potential grantees.
- Worked with Senior Program Officers to develop and implement policy, advocacy, and research activities.
- Assisted existing and potential grantees with strategic planning and advice.
- Deployed \$2M+ of capital to grassroot community organizations.

CO-FOUNDER & EXECUTIVE DIRECTOR | 2014 TO 2021

Profound Gentlemen

- Combine community partnerships and capital: 75% of effort solidifying community partnerships by pitching PG's strategy to funders and key stakeholders both in-person and through media outlets; 25% of effort overseeing all financial strategy and business development efforts.
- Develop and implement successful annual fundraising campaigns that raised and allocated over \$5M in philanthropic capital. Plans include building multi-year commitments to increase the sustainability of PG.
- Provide strategic guidance and empower a national team to develop earned revenue strategies and oversee partnership development with 10 Local Education Agencies (LEAs) and Charter Management Organizations (CMOs).
- Devise and implement strategic and operational plans aimed at achieving ambitious growth, impact goals and objectives
- Oversee all accounting and grants management activities (i.e., financial monitoring and reporting, grant due diligence, salary allocations, reconciliation of accounts); performed accounting associated with monthly and annual close; support financial audits.
- Ensure that the PG's strategy aligns with short and long-term impact goals by developing appropriate KPIs.
- Identify and spearhead relationship building with school districts, key funders, and national partner organizations.
- Conduct research on policies and current trends, allowing PG to remain a leader within the teacher diversity ecosystem.

EDUCATION

MASTER OF SCIENCE IN EDUCATIONAL STUDIES (M.S. Ed) Urban Education Concentration

Johns Hopkins University School of Education | 2015

BACHELOR OF ARTS IN POLITICAL SCIENCE (B.A), BACHELOR OF ARTS IN PHILOSOPHY (B.A)

Black Studies Minor

Furman University | 2012

PROFESSIONAL CERTIFICATIONS

- Chartered Advisor in Philanthropy (CAP), The American College | Present
- Nonprofit Management Certification, Duke University | 2019
- Development Professional Certification Wake Forest University, The Institute for Philanthropic Leadership | 2018
- North Carolina Teaching Certification, Secondary English | 2012

- Develop and support Board of Directors in establishing goals, strategies, and standards for PG.
- Empower and grow a national and remote team of 7 direct reports and 20 part-time staff.
- Thrive in a dynamic, impact-focused work environment that encourages teamwork, innovation, and open communication.

SECONDARY ENGLISH TEACHER | 2012 TO 2015

James Martin Middle School

- Moved 150+ scholars towards mastery of English Language Arts Common Core State Standards (Grade 7 & 8).
- Led a professional learning community of teachers, counselors, and administrators.
- Served as a mediator, educator, counselor, and support for staff, student, and parents.

CORPS MEMBER | 2012 to 2014

Teach for America

- Selected from a competitive applicant pool to join the national teacher corps of recent college graduates and professionals who commit two years to teach in urban and rural public schools.
- Participated in an intensive summer training program to develop the skills and knowledge needed to lead students to academic achievement.
- Engaged in a full schedule of professional development activities, including seminars in instructional planning, classroom management, learning theory, literacy, and diversity training.

HONORS & AWARDS

EdCatalyst Fellow – New Profit | 2020

New School Venture Fellow | 2018-2020

Charlotte Black Chamber of Commerce 30 Under 30 | 2018

[Forbes 30 Under 30 Social Entrepreneurship | 2017](#)

[Seed 20 People Choice 50K Award | 2017](#)

BMOC Executive Director Collaboration Circle – Annie E. Casey Foundation | 2017

Leadership for Educational Equity Fellowship | 2016

Echoing Green Black Male Achievement Award | 2015

COMMUNITY IMPACT

4.0's Angel Syndicate Cohort, a masterclass and community for Black Philanthropist | 2020

Impact Finance Center Fellow | 2020

Innovation Network Board Member | 2019

Charlotte Mecklenburg School System Equity Committee | 2019

My Brother's Keeper, Charlotte Advisory Board Member | 2019

SKILLS & STRENGTHS

Strategic Planning

Business Analysis

Relationship Development & Management

Forecasting & Financial Modeling

Development & Fundraising

Capital Management & Resource Allocation

Process Reengineering

Project Management

Financial Management

Social Entrepreneurship

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Movement School
2. Full name: Michelle Vizzuso Crawford

Home Address: 918 Rising Road Marvin, NC 28173

Business Name and Address: Rise Up Gym Calvin Hall Road, Fort Mill, SC

Telephone No.: 704-453-4187

E-mail address: michelle@riseupgym.com

3. Brief educational and employment history.

EDUCATION:

BA English-University of Virginia

JD Law-Wake Forest University

Plant Based Nutrition Cert-Cornell University

EMPLOYMENT:

Owner/Operator of my own CrossFit Affiliate (Rising Crossfit) where I serve as business owner/lead programmer/coach/head of staff/corporate health and wellness director, 2010-present

Personal Trainer/Fitness instructor/Health and Wellness coach-YMCA of Greater Charlotte 2003-2010

Attorney, Hedrick Eatman Gardener and Kincheloe, LLP 2003-2006

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

I have served on the Movement School board since 2019.

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

My husband and I own Movement Mortgage, the private company whose Foundation, Movement Foundation, donated the funding for the school. We both fundamentally believe that a quality education is one of the keys to helping children and families in traditionally underserved and impoverished communities break the vicious cycle of poverty. I wish to serve on the board of Movement School so that I may lend my expertise in the areas of health, wellness, and nutrition to our staff in an effort to give these children and ultimately their parents the opportunity to learn to take care of their bodies as well as their minds.

6. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board member has multiple responsibilities. He or she has duties regarding finances, curriculum, overall efficiency of the school, etc. A board member should also provide support and general direction for the school and endeavor to develop relationships with the staff in an effort to fully understand their needs and provide assistance and advice when necessary.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While I have not previously served on the board of another school, I have the capability to be an effective board member because of both my legal experience serving the city of

Charlotte as a guardian ad litem for children in dangerous domestic situations and my years working with both children and adults in the areas of health, wellness, and physical education. Additionally, I have several years experience working with non-profits such as the Charlotte Rescue Mission, the Children's Law Center and Girls on the Run International in both a fund-raising and a teaching capacity.

8. Describe the specific knowledge and experience that you would bring to the board.

I bring experience educating and motivating kids and their families to take an active role in managing their overall health, wellness, nutrition, and physical education. I have worked for nearly twenty years empowering people of all ages to assume control of their health and to learn how to use food and exercise as tools in an effort to become productive, happy and healthy members of society. I am very excited to have the opportunity to work with our food service workers to help our children (a large percentage of whom eat two meals a day at our school) to learn how to eat for a healthy lifestyle. Additionally, I plan to work to develop a curriculum to teach our students and their families how to cultivate and prepare healthy foods and how to incorporate exercise into their lives as a sustainable lifestyle change. Finally, I have experience working in a pro bono capacity where I provided legal counseling for at risk children. This experience opened my eyes to many of the challenges children living at or below the poverty line are facing and I am anxious to continue to use my experiences to assist the board in its effort to provide the best educational experience possible for them.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Movement School is committed to loving and valuing its students through education.

2. What is your understanding of the school's proposed educational program?

One of the key foundational aspects of Movement School's proposed educational program is its focus on character development. I firmly believe that this school wide emphasis, when fully embraced by the entire staff, will begin to change community cultural norms. A change in not just one student, but in the mindset of a family and ultimately a community will ultimately help to break the cycle of poverty in which many of these students currently reside.

3. What do you believe to be the characteristics of a successful school?

Honor. Discipline. Love. Trust. Hard work. Accountability. Forgiveness. Respect. Equality. Opportunity. Honesty. All of these characteristics must be modeled by all staff

for all students on a consistent basis. When we fall short in the provision of the aforementioned, we must have accountability to assess our shortcomings and fix them.

4. How will you know that the school is succeeding (or not) in its mission?

A school's success or lack thereof can be measured multiple ways. We can see success in test scores. We can see success in the stories of its graduates who go on to higher education, gainful employment, healthy relationships. We can see it in the uplift of the surrounding community (intact families, employment, home ownership, good neighbors.)

Governance

1. Describe the role that the board will play in the school's operation.

The board must set the standard for the school and function as an overseer in assisting the school staff in meeting that standard. The board should provide guidance in the areas of academic excellence, promotion of a healthy and positive culture, proper management of the facilities and balancing of the budget.

2. How will you know if the school is successful at the end of the first year of operation?

- Achievement of academic benchmarks
- Achievement of character development
- Self-sustainability (operating at a surplus after the first year)

3. How will you know at the end of five years of the schools is successful?

Same as above plus additional growth (adding grades, expanding to other parts of the city, retaining staff and attracting new staff, retaining families, strong PTA)

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Hiring and managing quality staff

Clearly stating mission and goals to be achieved (annually/quarterly)

Providing a board of individuals with whom the staff feels comfortable so that problems that arise can be addressed immediately and effectively

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Unethical behavior cannot be tolerated by the board. If it came to my attention that one of the school's board members was acting unethically, I would share this information with the rest of the board and together we would decide which steps were necessary to alleviate the situation in the best interest of the school.

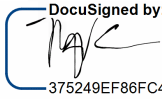
*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, _____ Michelle V. Crawford _____, 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 _____ Movement _____ Charter School is true and correct in every respect.

Signature:  375249EF86FC475...

Date 4/25/2023

MICHELLE V. CRAWFORD

918 Rising Road Waxhaw, NC, 28173 (704) 453-4187 michelle@riseupgym.com

EXPERIENCE

RISE UP GYM, FORT MILL, SC

Owner, Director of Programming, Oct. 2013-Present

Owner/operator of Rising Crossfit gym/fitness facility

Lead programme for daily fitness classes ranging from beginner to advanced levels

Director of fitness staff which includes crossfit coaches, yoga teachers, bootcamp instructors and nutritional support mentors

Content creator/manager for all marketing/social media outlets

Head of staff that manages our corporate wellness relationship with Movement Mortgage, the tenant with whom we share our corporate park location and who has contracted with my facility to provide corporate health and wellness for its 400+ employees

GIRLS ON THE RUN, MARVIN, NC

Head Coach/fundraiser/speaker, 2019-present

Lead coach for group of 20 girls ages 8-11

Responsible for conducting twice weekly practice sessions to teach them about proper care for the body and about how to exercise for lifelong health and fitness

Keynote speaker at annual fundraising event to raise money for kids to participate in the program who otherwise would not have the financial resources to do so

EMERALD SCHOOL OF CHARLOTTE, CHARLOTTE, NC

Volunteer Nutrition and Fitness Instructor, July 2021-present

Creator of fitness and nutrition based curriculum to present in classroom format to high school aged student enrolled in the Emerald School

These kids are recovering addicts enrolled in this special environment to help them beat their respective addictions to move past them and to live a healthy and fulfilled life

CHARLOTTE RESCUE MISSION, CHARLOTTE, NC

Volunteer Fitness Coordinator, January 2015-May 2018

Created and implemented fitness curriculum for the residents of the rescue mission to utilize during their recovery stay at the mission
Instructed classes on site to assist residents with health and nutrition goals
Lead the fundraising effort to raises the money necessary to build the gym on site and furnish with appropriate equipment

YMCA OF GREATER CHARLOTTE, CHARLOTTE, NC

CrossFit Program Coordinator/Head Fitness Instructor/Personal Trainer, 2003- 2013

Started the first ever YMCA in house CrossFit program where I served as head of programming and recruitment.

I also worked as a lead coach, fitness instructor and personal trainer at the same facility

AMBUSH FIELD HOCKEY CLUB, CHARLOTTE, NC

Site coordinator/head coach U-12 South team, Feb. 2021-present

Head coach of youth field hockey team (ages 8-12 years)

Responsible for planning both team and individual practice sessions

Currently the head JV field hockey coach at Marvin Ridge middle school as well

HEDRICK EATMAN GARDENER AND KINCHELOE, LLP, CHARLOTTE, NC

Associate attorney, 2003-2006

Associate attorney focused on workers' compensation defense and insurance defense Named the 2005 Charlotte pro-bono attorney of the year for my volunteer work as a guardian ad litem representing children in dangerous domestic situations

E D U C A T I O N

Wake Forest University Law School, Winston-Salem, NC JD Law, May 2003

University of Virginia, Charlottesville, Va, B.A. English Lit, May 2000

Cornell University, Ithaca, NY, Plant Based Nutritional Certification Oct. 2020

NOTABLE ACCOMPLISHMENTS

Created and implemented fitness curriculum for the residents of the rescue mission to utilize during their recovery stay at the mission
Instructed classes on site to assist residents with health and nutrition goals
Lead the fundraising effort to raises the money necessary to build the gym on site and furnish with appropriate equipment

YMCA OF GREATER CHARLOTTE, CHARLOTTE, NC

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Associate attorney focused on workers' compensation defense and insurance defense Named the 2005 Charlotte pro-bono attorney of the year for my volunteer work as a guardian ad litem representing children in dangerous domestic situations

E D U C A T I O N

Wake Forest University Law School, Winston-Salem, NC JD Law, May 2003

University of Virginia, Charlottesville, Va, B.A. English Lit, May 2000

Cornell University, Ithaca, NY, Plant Based Nutritional Certification Oct. 2020

NOTABLE ACCOMPLISHMENTS

US National Field Hockey Team Member, 1997-2000

Represented the United States as an athlete in the Pan American Games, the World Cup and the US Olympic Qualifier

4-time All-American Field Hockey Player, 1995-1998

Named to the All-American team each of my four year as a field hockey player at the University of Virginia

4-time CrossFit Games athlete, 2013-2015, 2017

Qualified to represent the United States at the CrossFit Games 4 times

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Movement School

2. Full name: Timothy Philip Hurley

Home Address: 5901 Grosner Place, Charlotte, NC 28211

Business Name and Address: Movement Foundation, 8024 Calvin Hall Rd, Indian Land, SC 29707

Telephone No.: 704-245-5914

E-mail address: tim.hurley@movementfoundation.org

3. Brief educational and employment history.

B.S.—Vanderbilt University

J.D.—Stanford Law School

Public school teacher and department chair in Mississippi. Executive Director and Senior Vice President at Teacher For America. Executive Director, Movement Foundation.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes: X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited by Casey Crawford to serve on the board of directors. Casey was the original founding board chairmen for Movement School.

I have spent my entire career working to provide exceptional educational opportunities for low-income students. I graduated from public schools in Mississippi. I had great educational opportunities, but I knew most students did not. This led me to teach. I then secured a law degree focusing in law and education. I thought that there might be legal or policy changes to improve education. Instead, I became convinced that the biggest contribution I could make was to recruit and train more exceptional educators. This led me to Teach For America where I worked for nearly a decade. While at Teach For America, I met Casey Crawford, and he asked me to lead the Movement Foundation as it worked to expand education opportunities for students. I was honored to join.

I am now honored to serve on the board of Movement School. In addition to serving as board chairmen, I have three children enrolled at Movement School Eastland.

6. What is your understanding of the appropriate role of a public charter school board member?
We have a duty to help the school succeed and to ensure we properly steward the funds of the state of North Carolina. We are responsible for hiring and evaluating the educational leader. We are responsible for reviewing the operations of the school to ensure they are in compliance w/ the laws of North Carolina. We are responsible for ensuring the school achieves its mission and vision.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Though I did not serve on the board of Teach For America, I led its board meetings for nearly 10 years as executive director. I also served as a founding board member for SPARK, another educational non-profit. While in law school, I took classes in non-profit management which included portions on board governance. I have also served as a deacon at my church. While this is not directly board leadership, it is similar in its service nature.
8. Describe the specific knowledge and experience that you would bring to the board.
I bring 19 years of educational and governance expertise to the board. I spent 9 years leading Teach For America, first in Charlotte then across the Carolinas. In this role, I oversaw the recruiting and training of 600 teachers annually, and Teach For America was repeatedly recognized by UNC as one of the state's leading sources of high performing and racially diverse teachers. In this role, I oversaw a team of 50 people and was responsible for raising and administering a \$12,000,000 annual budget. I served as an elementary teacher and department chair at a Title 1 School. I earned a law degree from Stanford University where I focused in educational law, labor and employment, and non-profit leadership. I also completed the RELAY Graduate School of Education National Principal Supervisory Academy where I graduated with distinction.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

We exist to love and value students by preparing them to success in college and in life. We are building exceptional schools, available to all students. We focus on academics and character.

2. What is your understanding of the school's proposed educational program?
We draw from the practices of the highest achieving charter networks in the nation. The networks that have been most successful at helping students from low-income backgrounds excel. We structure our school to ensure students from all economic backgrounds can access the school.
3. What do you believe to be the characteristics of a successful school?
 - (1) Leaders with a record of success in leading students from low-income backgrounds to exceptional academic achievement
 - (2) Research-based curriculum
 - (3) Clear goals and measures in all areas, especially academics.
 - (4) Clear, sustainable financial plan
 - (5) Strong culture that attracts great educators
4. How will you know that the school is succeeding (or not) in its mission?
We will analyze whether we are achieving our academic, enrollment, and financial goals.

Governance

1. Describe the role that the board will play in the school's operation.
The boards most important roll is to recruit and support the lead educator. We will also lean in heavily to help in non-academic areas such as student recruitment, budget setting, construction etc. The board sets long-term strategy, monitors the budget, and progress to academic goals.
2. How will you know if the school is successful at the end of the first year of operation?
Achieved academic, enrollment, and budget targets. Strong retention of high performing teachers and strong results on teacher climate survey.
3. How will you know at the end of five years of the schools is successful?
 - (1) Did we achieve our academic goals?
 - (2) Do we have a strong, sustainable budget? Are we building reserves?
 - (3) Do we have strong application numbers?
 - (4) Do we have a strong teacher and leader pipeline?
 - (5) Are our students thriving in academics and character?
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Recruit and retain great leadership.
Help the leader set and measure ambitious goals.
Help the leader problem solve towards goals.

Support leader in building strong culture on staff.
Continue to recruit strong board leaders with skillsets needed to advance mission.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would first document my concerns in writing. I would then consult with our board attorney about the best path forward. I would then proceed as quickly as possible to bring my concern to the attention of the full board and remove that person from the board immediately and pursue criminal charges or restitution as necessary.

*Please include the following with your Information Form

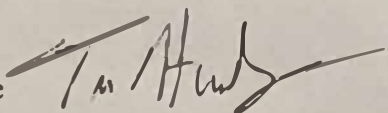
- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Tim Hurley, 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 _____ Movement School Charter School is true and correct in every respect.

Signature
Date



4/25/2023

TIMOTHY P. HURLEY

(704) 245-5914

tim.hurley@movementfoundation.org

EDUCATION

Stanford University Law School, J.D., 2008

Senior Editor of *Stanford Law Review*; Full academic scholarship as Jack Kent Cooke Scholar

Vanderbilt University, B.A. in Political Science, 2002; *Summa cum laude*

EXPERIENCE

Executive Director, *Movement Foundation*

2017-Present, Charlotte, NC

Executive Director, *Teach For America Charlotte*

2008-2017, Charlotte, NC

Led 25-person team to recruit, train, and support more than 200 teachers annually. Recognized by UNC as most effective source of teachers in NC. Grew annual revenue from \$2.6M to \$6M. Repeatedly ranked among top 10% of all Executive Directors.

Senior Vice President and Executive Director, *Teach For America*

2013-2015, Charlotte

Led 50-person team to recruit, train and support 600 teachers annually. Opened Piedmont Triad region. Increased annual state investment from \$500,000 to \$6M. Member of national operating committee.

Mississippi Governor's Office, *Legal Intern to Chief of Staff*

2007, Jackson, MS

Provided legal advice on various topics including education and economic development. Assisted in Hurricane Katrina recovery efforts.

Covington and Burling, *Summer Associate*

2007, Washington, DC

Baker Botts, *Summer Associate*

Dallas, TX

Bradley, Arant, Rose, and White, *Summer Associate*

Jackson, MS

Authored memoranda in a variety of areas including international arbitration, securities, patents, products liability, international finance, immigration, and employment discrimination.

Mississippi Center for Justice, *Legal Intern*

2006, Jackson, MS

Authored guides for parents of special education students explaining resources and rights available under No Child Left Behind and Mississippi law. Awarded the Douglas Arant Public Interest Fellowship.

Teach For America, *Professional Development Director for Recruitment Team*

2005, Washington, DC

Designed professional development for national Teach For America recruitment team.

Teach For America, *East Coast Recruitment Director*

2004-2005, Washington, DC

Made Teach For America the leading employer of undergraduate students at 75% of universities in portfolio.

Teach For America Summer Institute, *Corps Member Advisor*

Summer 2004, Houston, TX

Quitman Middle School, *Fourth Grade Teacher/Department Chair*

2002-2004, Marks, MS

Area of Proposed Coverage

Comprehensive General Liability

Officers and Directors/Errors and Omissions

Property Insurance

Automobile Liability

Crime Coverage - Minimum/Maximum Amount

Worker's Compensation

Other Coverage

Total Cost

Proposed Amount of Coverage

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$250,000.00 | \$250,000.00

\$500,000.00



Cost (Quote)

\$4,141

\$12,007

\$16,148

COMMERCIAL INSURANCE PROPOSAL



04/14/2023

PREPARED FOR:

**Movement
Charter School
Charlotte**

PRESENTED BY:

Chad Carpenter
Leap Agency LLC DBA Movement Insurance
9726 Old Bailes Rd, Suite 111
Fort Mill, SC 29707

Phone: 201-304-2392
Email: chad.carpenter@movementinsurance.com

WORKERS COMPENSATION

Insured: Movement Charter
School Charlotte

Insurer: GUARD Insurance Companies

Workers Compensation States:

Limit Type	Limit
Each Accident	\$500,000
Disease-Policy Limit	\$500,000
Disease-Each Employee	\$500,000

Deductibles

Other Coverages: N/A

Estimated Payroll/Class Codes

State	Code	Description	Payroll	Employee	Quote
NC	8868	School Prof. Employee.Clerical 3910 Beaties Ford. Rd.	\$1.32 MM	20	\$6,072
NC	8868	School Prof. Employees/Clerical 150 IVerify Drive	\$1.32 MM	20	\$6,072

Executive Officers

Name	Title	% Ownership	Included/Excluded	Class Code	Payroll	State
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Endorsements

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BUSINESS OWNER POLICY PROPOSAL

Insured: Movement
School Charlotte

Insurer: Utica

Liability Coverage

Coverage	Limit	Deductible
General Liability Occurrence/Aggregate	\$1,000,000 /\$3,000,000	\$0
Property	\$1,000,000 per location	\$2500
Crime	\$250,000	\$500
Auto	\$1,000,000 Hired and Non-Owned Auto	\$0
School District and Educators Liability	\$1,000,000	\$5,000

Premium Summary

Insured: Movement Charter School Charlotte

Policy Type	Carrier	Premium
Workers Comp	GUARD Insurance Companies	\$12,007
Business Owners Policy	Utica National Insurance Group	\$4,141
Policy Fees		\$
Taxes		\$
	Total	\$16,148



April 27, 2023

Ashley Baquero
Director, Office of Charter Schools
Department of Public Instruction
301 N Wilmington Street
Raleigh, NC 27601-2825

RE: Movement School University City

Dear Ms. Baquero,

It is an honor to write this letter of commitment and support for Movement School University City on behalf of the Movement Foundation. The Movement Foundation is the legal entity through which Movement Mortgage uses its profits to invest in and uplift others – bringing life to our commitment to loving our neighbors as ourselves.

Movement Foundation is the largest shareholder of Movement Mortgage. We use dividends received from the mortgage company to acquire, renovate, and seed public charter schools. We also invest in affordable housing and related projects to support community stability through homeownership. To date, more than \$300 million of mortgage profits have been received by Movement Foundation to invest in communities.

We recognize the tremendous financial strain that new charter schools face as they work to grow to a sustainable size. We also recognize the challenge many charters face in finding suitable facilities. Finally, we appreciate the tremendous benefit of allowing charter schools to grow gradually over time. The goal of our investment is to alleviate these burdens and position Movement Schools to excel in serving students in North Carolina.

On behalf of the Movement Foundation, we have extended the following offer to Movement School Greensboro. This offer relies on the same structure we have successfully used with previous Movement Schools.

- Facility: We will purchase land and build a new structure or renovate an existing structure to meet the needs of the school. We will cover all costs associated with acquisition and construction. We have successfully done this with three charter school properties in Charlotte and hope to have the opportunity to do more.
- FF&E: We will purchase initial furniture, fixtures and equipment up to a limit of \$1.5 million to enable the school to operate grades K-3 inclusive, but not limited to:
 - phone system
 - furniture
 - technology needs
 - school supplies



- Planning Year Expenses: We will donate up to \$500,000 to offset start-up year expenses. These funds will be available immediately.
- Year 1 Operating Expenses: We will donate up to \$500,000 to offset Year 1 operating expenses. The funds will be available August 2024.
- Rent: We will provide the following discounted rent schedule:
 - Year 1 \$0
 - Year 2 \$0
 - Year 3 \$180,000
 - Year 4 \$360,000
 - Year 5 \$600,000
- CAM Charges: We will waive central area maintenance charges for the first 3 years Movement School occupies the property.
- Marketing and Recruiting Support: We know that successful recruiting is crucial to launching a new charter school. With the combined experience of our Foundation and Movement Mortgage staff, we are prepared to offer our expertise in designing and executing an effective marketing campaign free of charge.

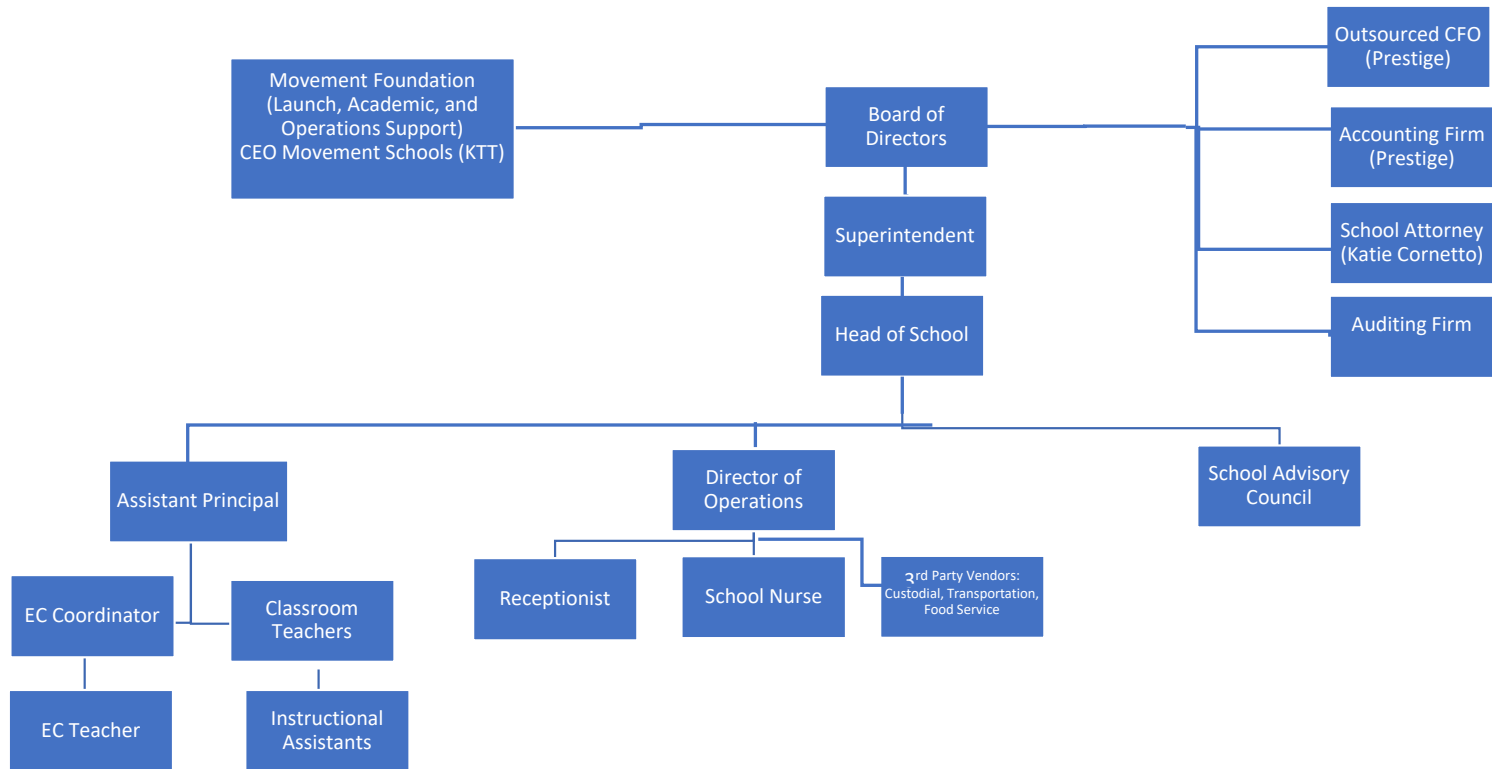
Thank you for your hard work in service to the students of North Carolina. We would be honored to be able to do more work alongside you in the future.

If I or Casey Crawford, the founder and CEO of Movement Mortgage, can offer any more details or information, please do not hesitate to reach out.

Sincerely,

A handwritten signature in black ink that reads "Tim Hurley". The signature is written in a cursive style with a long horizontal flourish extending to the right.

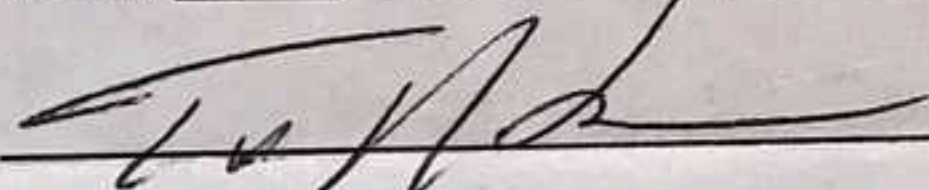
Tim Hurley, J.D.
Executive Director, Movement Foundation



Signature Page

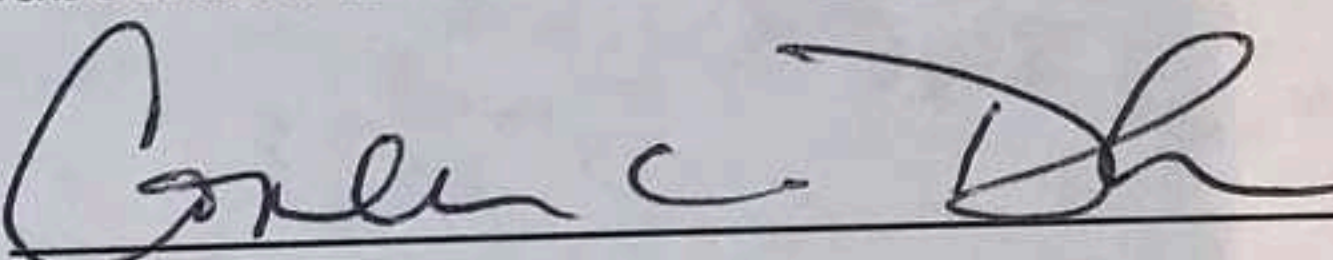
The foregoing application is submitted on behalf of [Movement School University City]. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant 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: Tim Hurley
Board Position: Board Chair

Signature: 

Date: 4/26/23

Sworn to and subscribed before me this 26th day of April, 2023.

Notary Public: 

Official Seal:

My commission expires: 3/22, 2027.



Academic	Grade Levels	Total Projected
Year 1	K,1	120
Year 2	K,1,2	267
Year 3	K,1,2,3	365
Year 4	K,1,2,3,4	455
Year 5	K,1,2,3,4,5	536
Year 6	K,1,2,3,4,5	582

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **AUG 01 2016**

MOVEMENT CHARTER SCHOOL
11405 N COMMUNITY HOUSE RD STE 200
CHARLOTTE, NC 28277

Employer Identification Number:
47-5153366
DLN:
17053181364016
Contact Person:
RONALD D BELL ID# 31185
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
September 8, 2015
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

MOVEMENT CHARTER SCHOOL

organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffrey I. Cooper". The signature is stylized with a large initial "J" and a long horizontal stroke at the end.

Jeffrey I. Cooper
Director, Exempt Organizations
Rulings and Agreements



Grade K: Scope and Sequence

2021-2022

Table of Contents:

[Major Work of the Grade from CCSS](#)

[Standard and Cluster Emphasis from CCSS](#)

[Standards for Mathematical Practice from CCSS](#)

[Unit by Unit Scope and Sequence](#)

Major Work of the Grade from [CCSS](#)

In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Whole Numbers	Shapes & Space
<p>(1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.</p>	<p>(2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.</p>

Standard and Cluster Emphasis from [CCSS](#)

The clusters and standards listed below are the priority instructional content for kindergarten:

- K.CC.A Know number names and the count sequence.
- K.CC.B Count to tell the number of objects.
- K.CC.C Compare numbers.
- K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Standards for Mathematical Practice from [CCSS](#)

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make sense of structure
8. Look for and express regularity in repeated reasoning

Read detailed descriptions and examples of standards for mathematical practice [here](#).

Unit by Unit Scope and Sequence

Unit 1: Counting (23 days +5 responsive days)	
<p>Counting and Cardinality (Major Clusters)</p> <p><i>K.CC.A Know number names and the count sequence.</i></p> <p><i>K.CC.B Count to tell the number of objects.</i></p>	<p>K.CC.1 Count to 100 by ones and by tens.</p> <p>K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each objects with one and only one number name and each number name with one and only one object.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, rectangular array, or a circle; or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p>

Unit 2: Addition and Subtraction (11 days +4 responsive days)	
<p>Operations and Algebraic Thinking (Major Cluster)</p> <p><i>K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from</i></p>	<p>K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>K.OA.A.5 Fluently add and subtract within 5.</p>

Unit 3: Numbers to 10 (25 days +4 responsive days)

**Counting and Cardinality
(Major Clusters)**

K.CC.C Compare Numbers

**Operations and Algebraic
Thinking (Major Cluster)**

K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

**Measurement (Supporting
Cluster)**

K.MD.B Classify objects and count the number of objects in each category

K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies (includes groups up to 10).

K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.

K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Unit 4: Place Value (9 days)

**Numbers and Operations in
Base Ten
(Major Clusters)**

K.NBT.A

Work with numbers 11-19 to gain foundations for place value.

K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Unit 5: Geometry (12 days)

<p>Geometry (Additional and Supporting Clusters)</p> <p><i>K.G.A Identify and describe shapes.</i></p> <p><i>K.G.B Analyze, compare, create and compose shapes</i></p>	<p>K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>K.G.2 Correctly name shapes regardless of their orientation or overall size.</p> <p>K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p>K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices / "corners") and other attributes (e.g., having sides of equal length).</p> <p>K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</p>
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Unit 6: Measurement (11 days)

<p>Measurement (Additional Clusters)</p> <p><i>K.MD.A Describe and compare measurable attributes.</i></p>	<p>K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.2 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. For example, directly compare the heights of two children and describe one child as taller/shorter.</p>
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Unit 7: Counting (10 days +4 responsive days)

**Counting and Cardinality
(Major Clusters)**

K.CC.A Know number names and the count sequence.

K.CC.B Count to tell the number of objects.

K.CC.1 Count to 100 by ones and by tens.

K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

a. When counting objects, say the number names in the standard order, pairing each objects with one and only one number name and each number name with one and only one object.

b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

c. Understand that each successive number name refers to a quantity that is one larger.

K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, rectangular array, or a circle; or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.



Grade 1: Scope and Sequence

2021-2022

Table of Contents:

[Major Work of the Grade from CCSS](#)

[Standard and Cluster Emphasis from CCSS](#)

[Standards for Mathematical Practice from CCSS](#)

[Unit by Unit Scope and Sequence](#)

Major Work of the Grade from [CCSS](#)

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Addition and Subtraction	Whole Numbers and Place Value
<p>(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.</p>	<p>(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.</p>
Measurement	Attributes of Shapes
<p>(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.¹</p>	<p>(4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.</p>

Standard and Cluster Emphasis from [CCSS](#)

The clusters and standards listed below are the priority instructional content for 1st Grade:

- 1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction.
- 1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
- 1.OA.D Work with addition and subtraction equations.
- 1.NBT.B Understand place value.
- 1.NBT.C Use place value understanding and properties of operations to add and subtract.
- 1.MD.A Measure lengths indirectly and by iterating length units.

Standards for Mathematical Practice from [CCSS](#)

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make sense of structure
8. Look for and express regularity in repeated reasoning

Read detailed descriptions and examples of standards for mathematical practice [here](#).

Unit by Unit Scope and Sequence

Unit 1: Counting (16 days +4 responsive days)	
<p>Numbers and Operations in Base Ten (Major Cluster)</p> <p><i>1.NBT.A Extending the counting sequence</i></p> <p><i>1.NBT.B Understand place value.</i></p>	<p>1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p>a. 10 can be thought of as a bundle of ten ones – called a “ten.”</p> <p>b. The numbers from 11-19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p>

Unit 2: Addition and Subtraction (28 days +4 responsive days)	
<p>Operations and Algebraic Thinking (Major Clusters)</p> <p><i>1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction.</i></p> <p><i>1.OA.C Add and subtract within 20.</i></p> <p><i>1.OA.D Work with addition and subtraction equations.</i></p>	<p>1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.3 Apply properties of operations as strategies to add and subtract (not formal terms). Examples: If $8+3=11$ is known, then $3+8=11$ is also known (Commutative property of addition). To add $2+6+4$, the second two numbers can be added to make a ten, so $2+6+4=2+10=12$ (Associative property of addition).</p> <p>1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10-8$ by finding the number that makes 10 when added to 8.</p> <p>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten (e.g., $8+6=8+2+4=10+4=14$); decomposing a number leading to a ten (e.g., $13-4=13-3-1=10-1=9$); using the relationship between addition and subtraction (e.g., knowing that $8+4=12$, one knows that $12-8=4$); and creating equivalent but easier known sums (e.g., adding $6+7$ by creating the known equivalent</p>

$$6+6+1=12+1=13).$$

1.OA.7 Understand the meaning of the equals sign and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6=6$, $7=8-1$, $5+2=2+5$, $4+1=5+2$.

1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8+?=11$, $5=\square-3$, $6+6=\square$.

Unit 3: Two-Digit Numbers (28 days +4 responsive days)

Numbers and Operations in Base Ten (Major Clusters)

1.NBT.B Understand place value.

1.NBT.C Use place value understanding and properties of operations to add and subtract.

1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

- 10 can be thought of as a bundle of ten ones – called a “ten.”
- The numbers from 11-19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- The numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Unit 4: Measurement and Data (18 days)

**Measurement
(Major and Supporting
Clusters)**

1.MD.A Measure lengths indirectly and by iterating length units.

1.MD.C Represent and interpret data.

1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than another.

1.MD.3 (NYS added) Recognize and identify coins, their names, and their value.

Unit 5: Geometry (10 days)

**Geometry
(Supporting Clusters)**

1.G.A Reason with shapes and their attributes.

1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes that possess defining attributes.

1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter circles) or three-dimensional shapes (cubes, right-triangular prisms, right-circular cones, and right-circular cylinders) to create a composite shape, and compose new shapes from the composite shapes (not formal names).

Unit 6: Fractions and Time (6 days)

**Geometry
(Additional Cluster)**

1.G.A Reason with shapes and their attributes

**Measurement (Additional
Cluster)**

1.MD.B Tell and write time

1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.

Unit 7: Counting Part 2 (8 days)

**Numbers and Operations
in Base Ten
(Major Cluster)**

*1.NBT.A Extending the
counting sequence*

*1.NBT.B Understand Place
Value*

1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

a. 10 can be thought of as a bundle of ten ones – called a “ten.”

b. The numbers from 11-19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).



Grade 2: Scope and Sequence

2021-2022

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[Standard and Cluster Emphasis from CCSS](#)

[Standards for Mathematical Practice from CCSS](#)

[Unit by Unit Scope and Sequence](#)

Major Work of the Grade from [CCSS](#)

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Place Value	Fluency with Addition and Subtraction
<p>(1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).</p>	<p>(2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.</p>
Measurement	Describing and Analyzing Shapes
<p>(3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.</p>	<p>(4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.</p>

Standard and Cluster Emphasis from [CCSS](#)

The clusters and standards listed below are the priority instructional content for 2nd Grade:

- 2.OA.A Represent and solve problems involving addition and subtraction.
- 2.OA.B Add and subtract within 20.
- 2.NBT.A Understand place value.
- 2.NBT.B Use place value understanding and properties of operations to add and subtract.
- 2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

Standards for Mathematical Practice from [CCSS](#)

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make sense of structure
8. Look for and express regularity in repeated reasoning

Read detailed descriptions and examples of standards for mathematical practice [here](#).

Unit by Unit Scope and Sequence

Unit 1: Counting (12 days)	
Numbers and Operations in Base Ten (Major Cluster) <i>2.NBT.A Understand Place Value</i>	2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.

Unit 2: Addition and Subtraction (20 days +4 responsive days)	
Operations and Algebraic Thinking (Major Clusters) <i>2.OA.B Add and subtract within 20.</i>	2.OA.B.2 Add and subtract within 20.
Numbers and Operations in Base Ten (Major Cluster) <i>2.NBT.B Use place value understanding and properties of operations to add and subtract.</i>	2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

Unit 3: Measurement (14 days +4 responsive days)	
Measurement (Major Clusters) <i>2.MD.A Measure and estimate lengths in standard units.</i> <i>2.MD.B Relate addition and subtraction to length.</i>	2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2.MD.A.2 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.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters. 2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. 2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2..., and represent whole-number sums and differences within 100 on a number line diagram.

Unit 4: Graphing (6 days)

Measurement (Supporting Clusters)

2.MD.D Represent and interpret data

2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Unit 5: Length, Time, Money and Graphing (15 days)

Measurement (Supporting Clusters)

2.MD.C Work with time and money

2.MD.D Represent and interpret data

2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

Unit 6: Place Value (18 days +4 responsive days)

Numbers and Operations in Base Ten (Major Clusters)

2.NBT.A Understand place value.

2.NBT.B Use place value understanding and properties of operations to add and subtract.

2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
a. 100 can be thought of as a bundle of ten tens – called a “hundred”.
b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

Unit 7: Three-Digit Addition and Subtraction (18 days +4 responsive days)

**Numbers and Operations
in Base Ten
(Major Clusters)**

2.NBT.B Use place value understanding and properties of operations to add and subtract.

2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

Unit 8: Shapes (4 days)

**Geometry
(Additional Clusters)**

2.G.A Reason with shapes and their attributes

2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Unit 9: Fractions (6 days)

**Geometry
(Additional Clusters)**

2.G.A Reason with shapes and their attributes

2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

OPTIONAL Unit 10: Arrays (10 days)

**Geometry
(Additional Clusters)**

2.G.A Reason with shapes and their attributes

2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.



Grade 3: Scope and Sequence

2021-2022

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[Unit by Unit Scope and Sequence](#)

Major Work of the Grade from [CCSS](#)

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Multiplication and Division	Fractions
<p>(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.</p>	<p>(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, $\frac{1}{2}$ of the paint in a small bucket could be less paint than $\frac{1}{3}$ of the paint in a larger bucket, but $\frac{1}{3}$ of a ribbon is longer than $\frac{1}{5}$ of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.</p>
Arrays and Area	Describing and Analyzing Shapes
<p>(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.</p>	<p>(4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.</p>

Standard and Cluster Emphasis from [CCSS](#)

The clusters and standards listed below are the priority instructional content for 3rd Grade:

- **3.OA.A** Represent and solve problems involving multiplication and division
- **3.OA.B** Understand properties of multiplication and the relationship between multiplication and division
- **3.OA.C** Multiply and divide within 100
- **3.OA.D** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- **3.NF.A** Develop understanding of fractions as numbers.
- **3.MD.A** Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- **3.MD.C** Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

Standards for Mathematical Practice from [CCSS](#)

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
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7. Look for and make sense of structure
8. Look for and express regularity in repeated reasoning

Read detailed descriptions and examples of standards for mathematical practice [here](#).

Unit by Unit Scope and Sequence

Unit 1: Multiplication, Division and Area, Part 1 (22 lessons + 6 response days)	
<p>Operations and Algebraic Thinking (Major Clusters)</p> <p>3.OA.A- Represent and solve problems involving multiplication and division</p> <p>3.OA.B- Understand the properties of multiplication and the relationship between multiplication and division</p>	<p>3.OA.1 Interpret products of whole numbers, e.g. interpret 5×7 as the total number of objects in 5 groups of 7 objects each.</p> <p>3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.</p> <p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide (NOTE: In this unit, we explore the following properties of multiplication- commutative, associative, zero and identity).</p>
<p>Measurement & Data (Major Cluster)</p> <p>3.MD.C- Geometric measurement; understand concepts of area and relate area to multiplication and addition</p>	<p>3.OA.6 Understand division as an unknown-factor problem.</p> <p>3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>3.MD.6 Measure areas by counting unit squares</p> <p>3.MD.7a 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.</p> <p>3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p>

Unit 2: Estimation, Addition, Subtraction and Time (11 lessons + 2 response days)	
<p>Measurement & Data (Major Cluster)</p> <p>3.MD.A- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p>	<p>3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p> <p>3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
<p>Numbers and Operations in Base Ten</p>	

<p>(Additional Cluster) 3.NBT.A- Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>	
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Unit 3: Fractions (18 lessons + 8 response days)	
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<p style="text-align: center;">Numbers and Operations- Fractions (Major Cluster)</p> <p style="text-align: center;"><i>3.NF.A- Develop understanding of fractions as numbers.</i></p>	<p>3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$s.</p> <p>3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <ul style="list-style-type: none"> ● 3.NF.2a Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. ● 3.NF.2b Represent a fraction a/b on a number line diagram by marking off a length $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. <p>3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <ul style="list-style-type: none"> ● 3.NF.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. ● 3.NF.3b Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. ● 3.NF.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram. ● 3.NF.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
<p style="text-align: center;">Geometry (Supporting Cluster)</p> <p style="text-align: center;"><i>3.G.A- Reason with shapes and their attributes.</i></p>	<p>3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape.</p>

Unit 4: Length, Perimeter and Line Plots (8 lessons)

<p>Measurement (Supporting Cluster) 3.MD.B- Represent and interpret data.</p> <p>Measurement (Additional Cluster) 3.MD.D- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</p>	<p>3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p> <p>3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>
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Unit 5: Multiplication, Division, and Area, Part 2 (14 lessons + 5 response days)

<p>Operations and Algebraic Thinking (Major Clusters) 3.OA.A: Represent and solve problems involving multiplication and division</p> <p>3.OA.B: Understand the properties of multiplication and the relationship between multiplication and division</p> <p>Measurement & Data (Major Cluster) 3.MD.C: Geometric measurement; understand concepts of area and relate area to multiplication and addition</p>	<p>3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide</p> <p>3.MD.7 Relate area to the operations of multiplication and addition.</p> <ul style="list-style-type: none"> ● 3.MD.7b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. ● 3.MD.7c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. ● 3.MD.7d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
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Unit 6: Geometry (4 lessons)

**Geometry
(Supporting Cluster)**

*3.G.A- Reason with
shapes and their
attributes.*

3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.



Grade 4: Scope and Sequence

2021-2022

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Major Work of the Grade from [CCSS](#)

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Multiplication and Division	Fractions
<p>(1) Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.</p>	<p>(2) Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., $15/9 = 5/3$), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.</p>
	<p>Geometry</p> <p>(3) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.</p>

Standard and Cluster Emphasis from [CCSS](#)

The clusters and standards listed below are the priority instructional content for 3rd Grade:

- **4.OA.A** Use the four operations with whole numbers to solve problems.
- **4.NBT.A** Generalize place value understanding for multi-digit whole numbers
- **4.NBT.B** Use place value understanding and properties of operations to perform multi-digit arithmetic
- **4.NF.A** Extend understanding of fraction equivalence and ordering.
- **4.NF.B** Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers
- **4.NF.C** Understand decimal notation for fractions, and compare decimal fractions

Standards for Mathematical Practice from [CCSS](#)

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and

appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make sense of structure
8. Look for and express regularity in repeated reasoning

Read detailed descriptions and examples of standards for mathematical practice [here](#).

Unit by Unit Scope and Sequence

Unit 1: Multiplication & Division, Part 1 (12 lessons + 4 response days)	
<p>Operations and Algebraic Thinking (Major Cluster) 4.OA.A- Use the four operations with whole numbers to solve problems.</p>	<p>4.OA.1 Interpret a multiplication equation as a comparison</p> <p>4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison</p> <p>4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p>
<p>Operations and Algebraic Thinking (Supporting Cluster) 4.OA.B- Gain familiarity with factors and multiples.</p>	

Unit 2: Place Value (10 lessons + 4 response days)	
<p>Numbers and Operations in Base Ten (Major Cluster) 4.NBT.A- Generalize place value understanding for multi-digit whole numbers</p>	<p>4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</p> <p>4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.</p>

Unit 3: Addition & Subtraction (5 lessons + 2 response days)	
<p>Numbers and Operations in Base Ten (Major Cluster) 4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic</p>	<p>4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p>

Unit 4: Multiplication & Division, Part 2 (12 lessons + 4 reponse days)

**Numbers and Operations
in Base Ten
(Major Cluster)**

4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic

4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Unit 5: Story Problems, Part 1 (3 lessons)

**Operations and
Algebraic Thinking
(Major Cluster)**

4.OA.A- Use the four operations with whole numbers to solve problems.

4.OA.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies using rounding.

Unit 6: Fractions (18 lessons + 6 response days)

**Number and Operations-
Fractions
(Major Clusters)**

4.NF.A Extend understanding of fraction equivalence and ordering.

4.NF.B Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers

4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

- **4.NF.3a** Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- **4.NF.3b** Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.
- **4.NF.3c** Add and subtract mixed numbers with like denominators, e.g., by

<p>Measurement and Data (Supporting Cluster)</p> <p><i>4.MD.B- Represent and interpret data.</i></p>	<p>replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p> <ul style="list-style-type: none"> ● 4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. <p>4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <ul style="list-style-type: none"> ● 4.NF.4a Understand a fraction a/b as a multiple of $1/b$. ● 4.NF.4b Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. ● 4.NF.4c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie? <p>4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.</p>
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Unit 7: Decimals (7 lessons + 2 response days) (NY Post State Test)	
<p>Number and Operations-Fractions (Major Cluster)</p> <p><i>4.NF.C Understand decimal notation for fractions, and compare decimal fractions</i></p>	<p>4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.</p> <p>4.NF.6 Use decimal notation for fractions with denominators 10 or 100.</p> <p>4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p>

Unit 8: Geometry (6 lessons)	
<p>Geometry (Additional Cluster)</p> <p><i>4.G.A- Draw and identify lines and angles, and classify shapes by properties of their lines and angles</i></p>	<p>4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across</p>

	the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
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Unit 9: Angle Measurement (5 lessons)
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<p>Measurement and Data (Additional Cluster) <i>4.MD.4- Geometric measurement: understand concepts of angle and measure angles.</i></p>	<p>4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <ul style="list-style-type: none"> ● 4.MD.5a An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles. ● 4.MD.5b An angle that turns through n one-degree angles is said to have an angle measure of n degrees. <p>4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>
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Math Grade 5 Scope and Sequence

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Grade 5 Major Work of the Grade from CCSS

OPERATIONS WITH FRACTIONS: Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions)

Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (*Note:* this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

WHOLE & DECIMAL NUMBER OPERATIONS: Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to the hundredths, and developing fluency with whole number and decimal operations

Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

VOLUME: Developing understanding of volume.

Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

Grade 5 Cluster + Standard Emphasis: The chart below illustrates the different clusters and standards recommended for instructional emphasis. Standards that are recommended for greater emphasis are indicated with a check mark while those that are recommended for instruction after the administration of the Grade 3-8 Mathematics Tests are indicated by the word “Post”. See [Educator Guide to the 2019 Grades 3-8 Mathematics Test](#) for more details. See [CCSS](#) for details on each standard.

Cluster Emphasis	Domain	Cluster	Standard
Major Clusters	Number and Operations in Base Ten	<i>Understand the place value system.</i>	5.NBT.1
			5.NBT.2
			5.NBT.3
		<i>Perform operations with multi-digit whole numbers and with decimals to hundredths.</i>	5.NBT.4
			5.NBT.5 ✓
			5.NBT.6 ✓
			5.NBT.7 ✓
	Number and Operations—Fractions	<i>Use equivalent fractions as a strategy to add and subtract fractions.</i>	5.NF.1
			5.NF.2 ✓
		<i>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</i>	5.NF.3
			5.NF.4
			5.NF.5
			5.NF.6 ✓
5.NF.7 ✓			
Measurement and Data	<i>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</i>	5.MD.3	
		5.MD.4	
		5.MD.5	
Supporting Clusters	Measurement and Data	<i>Convert like measurement units within a given measurement system.</i>	5.MD.1
		<i>Represent and interpret data.</i>	5.MD.2
Additional Clusters	Operations and Algebraic Thinking	<i>Write and interpret numerical expressions.</i>	5.OA.1
			5.OA.2
		<i>Analyze patterns and relationships.</i>	5.OA.3 Post
	Geometry	<i>Graph points on the coordinate plane to solve.</i>	5.G.1 Post
			5.G.2 Post
		<i>Classify two-dimensional figures into categories based on their properties.</i>	5.G.3
			5.G.4

✓ = Standards recommended for greater emphasis

Post = Standards recommended for instruction in May-to-June

Standards for Mathematical Practice from [CCSS](#).

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make sense of structure
8. Look for and express regularity in repeated reasoning

Read detailed descriptions and examples of standards for mathematical practice [here](#).

Assessment Strategy

RICAS, SBAC and NYSE assess standards that vary in 1) format (multiple choice, multiple select, short answer, open response, tech-enhanced) and 2) complexity. To provide rigorous assessments that prepare our students for the complexity of EOY assessments and beyond across regions, we are assessing mastery in two ways:

- 1) Mastery with the concepts & procedures aligned to each **standard**
- 2) Mastery with problem solving and reasoning aligned to each **cluster**

Assessment Guidelines

❖ What does proficiency look like?

- Each standard (5.MD.C.3) or cluster (5.MD.C) is worth 4 points.
- In most cases 1 point = 1 item, but sometimes an item may be worth 2-points or 4-points.
- To be *proficient* students must be at 75% mastery (3 out of 4 points).

❖ What do assessments look like?

- A unit assessment should be worth no more than 16 points.
- If a unit has many standards, and therefore, would likely go above 16 points per assessment we split it into a mid-unit and end-of-unit assessment.
- Cluster assessment items are aligned to 2 point and 3 point items in NYSE, Claim 2-4 in SBAC and Constructed Response items in RICAS. Mostly it is cluster assessment items that are worth 2-points or 4-points.

❖ Which standards are being assessed?

- All grade-level common core standards are assessed throughout the year.
- Some standards have been broken up into smaller standards to assess big ideas more thoroughly. Specifically:
 - 5.MD.C.5 is broken up into 5.MD.C.5.VolumeReg and 5.MD.C.5.c
 - 5.NBT.B.7 is broken up into 5.NBT.B.7.AddSubDec, 5.NBT.B.7.MultDec and 5.NBT.B.7.DivDec
- Not all cluster standards are assessed. Priority has been given to clusters that align to major work of the grade, and **bolded** are the clusters will be assessed multiple times because they are recommended for greater emphasis: 5.NBT.A, **5.NBT.B.Whole**, 5.NBT.B.Decimal, 5.MD.A, 5.MD.C, **5.NF.A**, **5.NF.B**

Unit By Unit Grade 5 Scope & Sequence

Unit 1: Equivalency with Fractions + Decimals (8 Instructional Days)

Number and Operations - Fractions (Major Cluster)

This is prior-grade level work that is essential to engage with Grade 5 Major Work of the Grade: "Use Equivalent fractions as a strategy to add and subtract fractions".

3.NF.A.1

Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

4.NF.A.1

Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF.A.2

Compare two fractions with different numerators and different denominators, e.g., by creating common denominators ~~or numerators, or by comparing to a benchmark fraction such as $1/2$~~ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model

4.NF.B.3

Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. a) Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b) Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples:* $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$ c) ~~Add and subtract mixed numbers with like denominators~~, e.g., by **replacing each mixed number with an equivalent fraction**, and/or by using properties of operations and the relationship between addition and subtraction.

4.NF.C.6

Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

4.NF.C.7

Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g. by using a visual model.

These standards will **not** count towards paseline. A paper-based pre-assessment and end-of-unit assessment will be provided in the Unit Overview. These assessments will give data on students proficiency with equivalency with fractions and decimals which can inform after-school intervention groups.

Unit 2: Place Value (11 Instructional Days)

**Number and Operations in
Base Ten**

(Major Cluster)

*Understand the place value
system.*

Mid-Unit Assessment

5.NBT.1

Recognize 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 $1/10$ of what it represents in the place to its left.

5.NBT.2

Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10

End-of-Unit Assessment

5.NBT.3

Read, write, and compare decimals to thousandths.

a) Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$

b) Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

5.NBT.4

Use place value understanding to round decimals to any place

5.NBT.A

Reasoning with place value.

Unit 3: Whole Number Multiplication (11 Instructional Days)

Operations and Algebraic Thinking
(Additional Clusters)

Write and interpret numerical expressions

5.OA.A.1

Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

5.OA.A.2

Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.*

Number and Operations in Base Ten
(Major Cluster)

Perform operations with multi-digit whole numbers and decimals to hundredths.

5.NBT.B.5 ✓

Fluently multiply multi-digit whole numbers using the standard algorithm.

Unit 4: Whole Number Division (9 Instructional Days)

Number and Operations in Base Ten
(Major Cluster)

Perform operations with multi-digit whole numbers and decimals to hundredths.

5.NBT.B.6 ✓

Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

5.NBT.B.Whole

Solve multi-step problems involving all whole number operations.

Unit 5: Measurement Conversions (5 Instructional Days)

Measurement and Data
(Supporting Cluster)

Convert like measurement units within a given measurement system

5.MD.A.1

Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

5.MD.A

Solve multi-step problems involving measurement conversions.

Unit 6: Volume (10 Instructional Days)

Measurement and Data
(Major Cluster)

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Mid-Unit Assessment

5.MD.C.3

Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

- a) A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
- b) a solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.

5.MD.C.4

Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

End-of-Unit Assessment

5.MD.C.5.Volume Reg

Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

- a) Find the volume of a right 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, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
- b) Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

5.MD.C.5.c

Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

5.MD.C

Solve multi-step problems involving volume of rectangular prisms.

Unit 7: Add and Subtract Decimals & Fractions (16 Instructional Days)

<p align="center">Number and Operations in Base-Ten (Major Cluster) <i>Add and subtract decimals to hundredths.</i></p>	Mid-Unit Assessment
	<p>5.NBT.B.7.AddSubDec ✓ Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p>
<p align="center">Number and Operations in Fractions (Major Cluster) <i>Use equivalent fractions as a strategy to add and subtract fractions.</i></p>	End-of-Unit Assessment
	<p>5.NF.A.2 ✓ Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p>
<p align="center">Measurement and Data (Supporting Cluster) <i>Represent and interpret data</i></p>	<p>5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p> <p>5.NF.A Solve multi-step problems involving addition and subtraction of fractions.</p>

Unit 8: Multiply Decimals & Fractions (18 Instructional Days)

<p align="center">Number and Operations in Base-Ten (Major Cluster) Multiply decimals to hundredths.</p>	Mid-Unit Assessment
	<p>5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></p> <p>5.NF.B.4.a Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. <i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = (ac)/(bd)$).</i></p> <p>5.NF.B.4.b Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p>
<p align="center">Number and Operations in Fractions (Major Cluster) Apply and extend previous understandings of multiplication to multiply fractions.</p>	End-of-Unit Assessment
	<p>5.NBT.B.7.MultDec ✓ Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>5.NF.B.5 Interpret multiplication as scaling (resizing), by: a) Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication and b) Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p> <p>5.NF.B.6 ✓ Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>5.NF.B Solve multi-step problems involving multiplication, addition and subtraction of fractions.</p>

Unit 9: Divide Decimals & Fractions (14 Instructional Days)

<p>Number and Operations in Base-Ten (Major Cluster) <i>Divide decimals to hundredths.</i></p> <p>Number and Operations in Fractions (Major Cluster) <i>Apply and extend previous understandings of division to divide fractions.</i></p>	<p>5.NBT.B.7.DivDec ✓ Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>5.NF.B.7 ✓ Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. a) Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</i> b) Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i> c) Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?</i></p> <p>5.NBT.B.Decimal Solve multi-step problems involving decimal number operations.</p>
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Unit 10: Classifying 2D Shapes (8 Instructional Days)

<p>Geometry (Additional Cluster) <i>Classify two-dimensional figures into categories based on their properties</i></p>	<p>5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.</p>
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Unit 11: Understanding the Coordinate Plane and Patterns (9 Instructional Days)

Operations and Algebraic Thinking

(Additional Cluster)

Analyze patterns and relationships

Geometry

(Additional Clusters)

Graph points on the coordinate plane to solve

5.OA.B.3

Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

5.G.A.1

Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.

Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x -axis and x -coordinate, y -axis and y -coordinate).

5.G.A.2

Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Note: Unit 11 will be *mostly* taught pre-test in CT and RI only. It is Post-Test in NY. Some new instruction will happen during Crescendo; the amount varies depending on region and date of the Math State Test. Please take that into account when making Crescendo plans.

MOVEMENT SCHOOLS YEARLY ACADEMIC CALENDAR

July 5-26	Summer School
July 6-7	School Based Ops Training - Ops return
July 10-13	Movement Ops Training (<i>Freedom MS</i>)
July 12-14	Relay Principal Academy - Principals/PIRs return (<i>virtually</i>)
July 17-26	Principal/PIR Relay Principal Academy (<i>in-person ATL</i>)
July 17-21	Movement Leader Training - SDs, APs, EC Coordinators, GLLs return (<i>Southwest</i>)
July 24-28	New Staff Training (<i>Freedom ES</i>)
Aug 31-1	School Based Staff Training - Returning staff return
Aug 2-11	Movement All Staff Training (<i>Eastland</i>)
Aug 11	Network outing
Aug 14-22	School Based Staff Training
Aug 18	Back to School Night for Families
Aug 23-25	Student Orientation Days (See Below)
Aug 23	1st day of school - 1/2 day for students (Grades K, 6)
Aug 24	1st day of school - 1/2 day for students (Grades 1-5, 7-8)
Aug 28	1st day of school for Pre-K students
Aug 30	First Day of School
Sep 1	Wellness Friday for Staff (No PD)
Sep 4	Labor Day (No school)
Sep 6	Beginning of Grade Test (BOG Grade 3)
Sep 26-28	MAP BOY Testing Window
Oct 2-13	STEP Testing Cycle 1
Oct 3-5	IA 1/NC Check-In 1 Testing Window
Oct 20	End of 1st quarter (38 instructional days)
Oct 20	Staff PD Day/Data Day 1 (No school for students)
Oct 23-25	Fall Break (No school)
Nov 2-3	Parent Teacher Conferences
Nov 10	Veteran's Day (No school)
Nov 17	Award Ceremony
Nov 22-24	Thanksgiving Break (No school)

Total # instructional days:

136 FD

33 HD

Total # instructional hours:

136 FD x 420 Inst Mins = 57,120 ins mins

33HD x 240 Inst Mins = 7,920 ins mins

65,040/60 = **1,084 Instructional Hours**

Requirement is 1025 Instructional Hours

Dec 4-14 STEP Testing Cycle 2
 Dec 5-7 IA 2/NC Check-In 2 Testing Window
 Dec 8 Staff Holiday Party
 Dec 18-1 Winter Break (No school)

Jan 2 Staff PD Day/Data Day 2 (No school for students)
 Jan 3 Network PD Day (No School for students)
 Jan 12 Wellness Friday for Staff (No PD)
Jan 12 End of 2nd quarter (41 instructional days)
 Jan 15 Dr. MLK Jr. Day (No school)
 Jan 18-19 Parent Teacher Conferences (Report Card #2)
 Jan 26 Award Ceremony

Feb 6-8 MAP MOY Testing Window
 Feb 15-19 Mid-Winter Break (No school)
 Feb 24 Saturday Academy Begins
 Feb 27-Mar 1 NC Check-In 3 Testing Window

Mar 4-15 STEP Testing Cycle 3
 Mar 12-14 IA 3 Testing Window
Mar 15 End of 3rd quarter (41 instructional days)
 Mar 21-22 Parent Teacher Conferences (Report Card #3)
 March 27 Awards Ceremony
 Mar 28 Staff PD Day/ Data Day 3 (No school for students)
 Mar 29 Network Planning Day for Leaders (No school for students & teachers)

April 1-5 Spring Break (No school)
 April 23-25 Mock EOG Testing Window

May 1 Family EOG Night
 May 20-Jun 7 STEP Testing Cycle 4
 May 21-23 End of Year MAP Testing Window
 May 24 Wellness Friday for Staff (No PD)
 May 27 Memorial Day (No school)
 May 28-Jun 5 EOG Testing Window
 May 31 **End of 4th quarter (46 instructional days)**
 May 31 School based EOY Family Event

Jun 4 Grades PreK, 1-4, 6-8 EOY Award Ceremonies
 Jun 5 Grade 3 Reading EOG Retake
 Jun 7 Grades K & 5 Moving Up Ceremonies
 Jun 7 Last day of school for students
 Jun 10-21 EOG Institute & Retake
 Jun 11 Last day of school for teachers

Total # instructional days:
 136 FD
 33 HD

Total # instructional hours:
 136 FD x 420 Inst Mins = 57,120 ins mins
 33HD x 240 Inst Mins = 7,920 ins mins
 65,040/60 = **1,084 Instructional Hours**
Requirement is 1025 Instructional Hours

Jun 12 Last day of school for leaders
Jun 14 Last day of school for Ops
July 5-26 Summer School

Total # instructional days:

136 FD

33 HD

Total # instructional hours:

136 FD x 420 Inst Mins = 57,120 ins mins

33HD x 240 Inst Mins = 7,920 ins mins

65,040/60 = **1,084 Instructional Hours**

Requirement is 1025 Instructional Hours

MOVEMENT SCHOOLS DAILY AND WEEKLY SCHEDULES

GRADES K-2 SCHEDULE

MONDAY - THURSDAY	FRIDAY (HALF DAY)
<p>7:15 - 7:30 - Staff Meeting/Prep (15m)</p> <p>7:30 - 7:45 - Arrival, Breakfast, Morning Work (15)</p> <p>7:45 - 8:00 - Morning Meeting (20)</p> <p>8:00 - 8:05 - Transition</p> <p>8:05 - 9:35 - GR/Phonics/IR (90)</p> <p>9:35 - 9:40 - Transition</p> <p>9:40 - 10:55 - Humanities Block (75)</p> <ul style="list-style-type: none"> - Reading 35m - Writing 30m - Closing 5m <p>(IA Prep 9:45-10:25 40m)</p> <p>10:55-11:00-Transition</p> <p>11:00 - 11:25-Lunch</p> <p>11:25-11:30-Transition</p> <p>11:30-12:15-IPM/Specials (45)</p> <p>12:15-12:20-Transition</p> <p>12:20-1:50- Math Block (90)</p> <ul style="list-style-type: none"> -Math Meeting (15) -Math lesson (50) -Math Stories/Quiz-W (25) <p>1:50-1:55-Transition</p> <p>1:55-2:20-Recess (25)</p> <p>2:20-2:25- Transition</p> <p>2:25-3:05-Science (40m)</p> <p>(Teacher Prep 2:25-3:05 40m)</p> <p>3:05-3:25- Reteach (20m)</p> <p>3:25-3:35 Pack-up</p> <p>3:35 - 3:55 - Dismissal</p> <p>3:55 - 4:00 - Transition to late pick-up area</p>	<p>7:15 - 7:30 - Staff Meeting/Prep (15m)</p> <p>7:30 - 7:45 - Arrival, Breakfast, Morning Work (15)</p> <p>7:45 - 7:50 - Transition (5)</p> <p>7:50 - 8:20 - Community Circle (30)</p> <p>8:20 - 8:25 - Transition (5)</p> <p>8:25 - 9:55 - GR/Phonics/IR (90)</p> <p>9:55 - 10:00 - Transition (5)</p> <p>10:00 - 11:00 - Math Block (60)</p> <ul style="list-style-type: none"> -Reteach Math lesson (40) -Math Stories (20) <p>11:00 - 11:05 - Transition (5)</p> <p>11:05 - 11:40 - Lunch (35)</p> <p>11:40 - 11:45 - Transition (5)</p> <p>11:45 - 12:00 - Pack-up (15m)</p> <p>12:00 - 12:20 - Dismissal (20)</p> <p>12:20 - 12:25 - Transition to late pick-up area (5)</p> <p>12:25 - 1:00 - All Staff Lunch/Prep (35)</p> <p>1:00 - 4:00 - Whole Staff PD (3 hrs)</p>

GRADES 3-5 SCHEDULE

MONDAY - THURSDAY	FRIDAY (HALF DAY)
7:15 - 7:30 - Staff Meeting/Prep (15m)	7:15 - 7:30 - Staff Meeting/Prep (15m)
7:30 - 7:45 - Arrival, Breakfast, Morning Work (15)	7:30 - 7:45 - Arrival, Breakfast, Morning Work (15)
7:45 - 8:00 - Community Meeting, Breakfast (15)	7:45 - 7:50 - Transition
8:00 - 8:05 - Transition	7:50 - 8:20 - Whole School Community Meeting (30)
8:05 - 9:05 - Guided Reading/ IR (60)	8:20 - 8:25 - Transition
9:05 - 9:10 - Transition	8:25 - 9:25 - GR/IR (60)
9:10 - 10:40 - Math Block (90)	9:25 9:30- Transition (5)
- Math Lessons (60)	9:30 - 11:00 - Math Block (90)
- Math Stories/ Weekly Quiz-W (30)	- Reteach Math lesson (60)
10:45 - 11:15 - Recess w/ transitions (30)	- Math Stories (30)
11:15 - 11:45 - Lunch (30)	11:00 - 11:05 - Transition (5)
11:45 - 11:50 - Transition (5)	11:05 - 11:35 - Lunch (30)
11:50 - 12:35 - Specials/IPP/LASW (45)	11:35 - 11:40 - Transition (5)
12:35 - 12:40 - Transition (5)	11:40 - 12:00 - School store/ Pack-up (20)
12:40 - 2:10 - Humanities (90)	12:00 - 12:20 - Dismissal (20)
-AF Humanities (60m)	12:20 - 12:25 - Transition to late pick-up area (5)
-Lavinia Close Reading (30m)	12:25 - 1:00 - Staff Lunch (35)
2:10 - 2:15 - Transition	1:00 - 4:00 - Staff PD (180)
2:15 - 3:15 - Science (60 mins) (non-science testing grades can use Day 4 as Reteach)	
3:25 - 3:35 - Pack-up (10)	
3:35 - 3:55 - Dismissal (20)	
3:55 - 4:00 - Transition to late pick-up area (5)	

CLASS SCHEDULE (OVERVIEW)

E.Carolina Harvard Elon Jackson St. UNCG Livingstone UNCC Princeton FAMU GA Tech Emory Clark Atlanta Cornell

K	Lavella / Murray	Henderson / S.Neal	Lewis / Childs	Clapp / Middlebrooks	1	Y. Brown /	Swann / Mewborn	Moultrie	Murillo / Peoples	2	Worsley / Gilmore	Smith/ *Charles	/ Atkinson	*Benson / L. Clark
Arrival & Breakfast, 07:30 - 07:45 AM														
Morning Meeting 07:45 - 08:00														
	GR/IR/ DI 08:05 - 09:35	GR/IR/ DI 08:05 - 09:35	GR/IR/ DI 08:05 - 09:35	GR/IR/ DI 08:05 - 09:35		GR/IR/ DI 08:05 - 09:35	GR/IR/ DI 08:05 - 09:35	GR/IR/ DI 08:05 - 09:35	GR/IR/ DI 08:05 - 09:35		GR/IR/ DI 08:05 - 09:35	GR/IR/ DI 08:05 - 09:35	GR/IR/ DI 08:05 - 09:35	GR/IR/ DI 08:05 - 09:35
	Calendar 9:35-9:50	Calendar 9:35-9:50	Calendar 9:35-9:50	Calendar 9:35-9:50		Specials 09:40-10:25	Specials 09:40-10:25	Specials 09:40-10:25	Specials 09:40-10:25		AF Math 9:40 - 10:40	AF Math 9:40 - 10:40	AF Math 9:40 - 10:40	AF Math 9:40 - 10:40
	Foundations Reading Block 9:50-10:10	Foundations Reading Block 9:50-10:10	Foundations Reading Block 9:50-10:10	Foundations Reading Block 9:50-10:10										
	AF Humanities 10:10-10:40 (IA prep 9:55-10:40)	AF Humanities 10:10-10:40 (IA prep 9:55-10:40)	AF Humanities 10:10-10:40 (IA prep 9:55-10:40)	AF Humanities 10:10-10:40 (IA prep 9:55-10:40)		Calendar 10:30-10:45 (IA prep 10:40-11:25)	Calendar 10:30-10:45 (IA prep 10:40-11:25)	Calendar 10:30-10:45 (IA prep 10:40-11:25)	Calendar 10:30-10:45 (IA prep 10:40-11:25)		Specials 10:40-11:25	Specials 10:40-11:25	Specials 10:40-11:25	Specials 10:40-11:25
						Math Stories 10:50-11:20	Math Stories 10:50-11:20	Math Stories 10:50-11:20	Math Stories 10:50-11:20		Bathroom Break 11:25 - 11:35 → (3rd Hall) LUNCH, 11:30 - 12:00 PM Lunch Duty (4 teachers) *Other teachers need to arrive at 11:55 to support with transition			
	Bathroom Break 10:45 - 10:55 single bathroom or group → LUNCH, 10:55 - 11:25 Lead Teacher on Lunch (10:50 - 11:20) IAs on Lunch Duty													

	Specials 11:30-12:15	Specials 11:30-12:15	Specials 11:30-12:15	Specials 11:30-12:15	Bathroom Break 11:25 - 11:35 → (2nd Hall) LUNCH, 11:30 - 12:00 PM Lead Teacher on Lunch (11:30 - 12:00) IAs Lunch Duty				Math Stories 12:05 - 12:35 Reading Prep 12:05 -12:35	Math Stories 12:05 - 12:35 Reading Prep 12:05 -12:35	Math Stories 12:05 - 12:35 Reading Prep 12:05 -12:35	Math Stories 12:05 - 12:35 Reading Prep 12:05 -12:35
	Math Stories 12:20-12:50	Math Stories 12:20-12:50	Math Stories 12:20-12:50	Math Stories 12:20-12:50	AF Math 12:00-12:30 IA Lunch	AF Math 12:00-12:30 IA Lunch	AF Math 12:00-12:30 IA Lunch	AF Math 12:00-12:30 IA Lunch	AF Humanities 12:40 - 1:40 Math Prep 12:45 - 1:30	AF Humanities 12:40 - 1:40 Math Prep 12:45 - 1:30	AF Humanities 12:40 - 1:40 Math Prep 12:45 - 1:30	AF Humanities 12:40 - 1:40 Math Prep 12:45 - 1:30
	Foundations Math 12:50-1:10	Foundations Math 12:50-1:10	Foundations Math 12:50-1:10	Foundations Math 12:50-1:10	RECESS 12:35 - 1:05 PM Lead Teachers Recess Duty (1:00 - 1:25)				RECESS 1:40 - 2:05 PM Recess Duty (4 teachers) *Other teachers break at 1:30, then need to arrive at 2:00 to support with transition			
	AF Math 1:10-1:50	AF Math 1:10-1:50	AF Math 1:10-1:50	AF Math 1:10-1:50								
	Recess 1:50-2:20 IA lunch /Lead Teachers Recess Duty				AF Math cont. 1:05 - 1:35	AF Math 1:05 - 2:05	AF Math 1:05 - 2:05	AF Math 1:05 - 2:05	Science (M/T) / Close Reading (W/Th) 2:05 - 3:10 Reading Prep 2:10-2:40	Science (M/T) / Close Reading (W/Th) 2:05 - 3:10 Reading Prep 2:10-2:40	Science (M/T) / Close Reading (W/Th) 2:05 - 3:10	Science (M/T) / Close Reading (W/Th) 2:05 - 3:10
								AF Humanities 1:35-2:35	AF Humanities 1:35-2:35	AF Humanities 1:35-2:35	AF Humanities 1:35-2:35	
	Science 02:25 - 03:05 Lead Prep 2:25 - 3:10	Science 02:25 - 03:05 Lead Prep 2:25 - 3:10	Science 02:25 - 03:05 Lead Prep 2:25 - 3:10	Science 02:25 - 03:05 Lead Prep 2:25 - 3:10	Science 02:35 - 3:05 Lead Prep 2:35 - 3:05	Science 02:35 - 3:05 Lead Prep 2:35 - 3:05	Science 02:35 - 3:05 Lead Prep 2:35 - 3:05	Science 02:35 - 3:05 Lead Prep 2:35 - 3:05	Pack Up 3:10-3:20			
	Fact Fluency/ Letters	Fact Fluency/ Letters	Fact Fluency/ Letters	Fact Fluency/ Letters	Fact Fluency/ Letters 3:05 -	Fact Fluency/ Letters	Fact Fluency/ Letters	Fact Fluency/ Letters				

	3:05 - 3:15	3:05 - 3:15	3:05 - 3:15	3:05 - 3:15		3:15	3:05 - 3:15	3:05 - 3:15	3:05 - 3:15		
	Pack Up 3:15-3:25					Pack Up 3:15-3:20					
Dismissal 03:30 - 03:55											

	Penn State	Yale Univ.	SC State		NC A&T	Dartmouth	Hampton		Duke Univ.	Howard	Brown U.
3	Galgano/ Horton	M. Neal / Cooper	Fields/ Branch	4	Gunning/ Hawkins	Farris/ Stewart	Dirton / Stewart	5	Washington/ Jenkins	Cobbler/ Woodard	Kiss / Neal
Arrival & Breakfast, 07:30 - 07:45 AM											
Morning Meeting 07:45 - 08:00											
	GR / IR 08:05 - 09:05	GR / IR 08:05 - 09:05	GR / IR 08:05 - 09:05		GR / IR 08:05 - 09:05	GR / IR 08:05 - 09:05	GR / IR 08:05 - 09:05		GR / IR 08:05 - 09:05	GR / IR 08:05 - 09:05	GR / IR 08:05 - 09:05
	AF Humanities 9:05 - 10:30	Math Stories 9:05-9:35	AF Math 9:05 - 10:30		AF Humanities 9:05-10:35 (Hampton)	AF Math 9:05 - 10:35 (NC A&T)	CR/Science 9:05-10:35 (Dartmouth) <small>Dirton Prep 9:05-10:50</small>		AF Humanities 9:05-10:35 (Howard)	AF Math 9:05 - 10:35 (Brown U.)	Science 9:05 - 10:35 (Duke)
	Math Stories 9:30 - 10:00	Small Groups 9:35-10:30	AF Humanities 10:30-11:55		AF Humanities 10:35-12:05 (Dartmouth)	AF Math 10:40 - 12:05 (Hampton) <small>Hawkins Prep 10:45-11:30</small>	CR/Science 10:35-12:05 (NC A&T) <small>Stewart Prep 11:20-12:05</small>		AF Humanities 10:35-12:05 (Brown U.)	AF Math 10:40 - 12:05 (Duke)	Science 10:40-12:05 (Howard)
	Small Groups 10:30-11:55	AF Math 10:30-11:55	Math Stories 11:55-12:20/ 12:55-1:05		AF Humanities 12:05-12:20 (NC A&T)	AF Math 12:05-12:20 (Dartmouth)	CR/Science 12:05-12:20 (Hampton)		Specials 12:05 – 12:50	Specials 12:05 – 12:50	Specials 12:05 – 12:50
	AF Math 11:55-12:20	AF Humanities 11:55-12:20		LUNCH, 12:20 - 12:50 Teacher Lunch (12:20 - 12:50)					LUNCH 12:50 - 1:20		
	LUNCH, 12:20 - 12:50 Teacher Lunch (12:20 - 12:50)										
	AF Math 12:55-1:55	AF Humanities 12:55-1:55			Specials 12:55 – 1:40	Specials 12:55 – 1:40	Specials 12:55 – 1:40				
	Specials 2:00 – 2:45	Specials 2:00 – 2:45	Specials 2:00 – 2:45		AF Humanities 1:45-3:00 (NC A&T)	AF Math 1:45-3:00 (Dartmouth) <small>Farris Prep 1:45-2:30</small>	CR/Science 1:45-3:00 (Hampton)		AF Humanities 1:20-2:50 (Duke)	AF Math 1:20-2:50 (Howard)	Science 1:20-2:50 (Brown U.)

Recess 2:45 - 3:15	Recess 3:00 - 3:30	Recess 2:50 - 3:20
Dismissal 3:20-3:55		

Friday Schedule (½ Day)

Kindergarten - 2nd	3rd-4th	5th		
Arrival & Breakfast, 07:30 - 07:45 AM				
Community Circle 07:50 - 08:20				
K-1 Calendar 8:25-8:45	Math Stories & Reteach 8:25 - 9:25	AF Humanities 8:25-9:25 (Howard)	Math 8:25-9:25 (Brown)	Close Read 8:25-9:25 (Duke)
K-1 GR/IR 08:50 - 09:55 2-GR/IR 8:25-9:25 <i>*One-on-One Fluency Check</i>	Close Reading 9:25 - 10:25	AF Humanities 9:25-10:25 (Brown U.)	Math 9:25-10:25 (Duke)	Close Read 9:25-10:25 (Howard)
K-1 Math reteach/mathstories/countin g collections 10:00-11:00 Reteach/Math SG (Math Stories/AF) 9:25 - 10:15	SGI (IR and book shop) 10:25-11:00	AF Humanities 10:25-11:25 (Duke)	Math 10:25-11:25 (Howard)	Close Read 10:25-11:25 (Brown U.)
(2nd) Reading SG/Stations/Close Read 10:15-11:15	LUNCH 11:00 - 11:30	Check-Out		

<p>LUNCH K: 11:00 - 11:30 → School Store 1st: 11:10-11:40 → School Store 2nd: 11:20-11:50 ← School Store</p>	<p>In classrooms</p>	<p>11:25-11:30</p>
<p>DISMISSAL 12:00 PM</p>	<p>School Store / Check-Out 11:30 - 11:55</p>	<p>Lunch 11:30 - 11:50</p>

Board Member Name

Tim Hurley
Garrett McNeill
Michelle Crawford
Montell Watson
Kerri-Ann T. Thomas
Lorrain Roussell
Jason Terrell
Michelle Donnelly

Board Title

President
Secretary
Director
Treasurer
Director
Member
Member
Member

County of Residence

Mecklenburg, NC
Union County, NC
Union County, NC
Union County, NC
Fulton County, GA
Union County, NC
Fulton County, GA
Union County, NC

Current Occupation

Non-profit Executive
Non-profit Executive
Buisness Owner
Mortgage Executive
Non-profit Executive
Corporate Attorney
Non-profit Executive
Corporate Executive

Past or Present Professional Licenses Held

Teaching License

Series 7, Series 66, Triple P Practitioner, MBSR Certification

NC Bar License

Series 7, Series 66

Teaching License. Leadership Administration License

NJ Bar License

Teaching License

N/A

Any disciplinary action taken against any of these professional licenses?

No

No

No

No

No

No

No

No

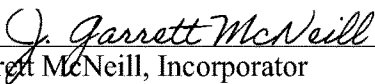
**ARTICLES OF INCORPORATION
OF
MOVEMENT CHARTER SCHOOL
(A NONPROFIT CORPORATION)**

The undersigned, being of the age of eighteen years or older, does make and acknowledge these Articles of Incorporation for the purpose of forming a corporation under and by virtue of the North Carolina Nonprofit Corporation Act as provided in Chapter 55A of the General Statutes of North Carolina:

1. The name of the corporation is Movement Charter School.
2. The corporation is a charitable corporation within the meaning of N.C.G.S. §55A-1-40(4).
3. The purposes for which the corporation is organized are:
 - (A) To operate exclusively for charitable and educational purposes within the meaning of Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future United States Internal Revenue laws (the "Code"); and
 - (B) To engage in any lawful activity for which corporations may be organized under Chapter 55A of the General Statutes of North Carolina so long as the corporation does not engage in any activity or activities not in furtherance of one or more tax exempt purposes as contemplated in section 501(c)(3) of the Code.
4. The corporation shall have no members.
5. The number, qualifications, and method of election of the Directors shall be set forth in the bylaws of the corporation. The initial Directors will be elected by the Incorporator.
6. No part of the net earnings of the corporation shall be distributable to or inure to the benefit of its officers or Directors or any private person, except that the corporation shall be authorized to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its exempt purposes. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except to the extent permitted by Section 501(h) of the Code), and the corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision hereof, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (2) by a corporation to which contributions are deductible under Section 170(c)(2) of the Code.

7. In the event of termination, dissolution, or winding up of the affairs of the corporation in any manner or for any reason whatsoever, the Directors shall, after paying or making provision for payment of all liabilities of the corporation, distribute all of the remaining assets of the corporation as such Directors may determine among one or more organizations that are then organized and operated for exempt purposes and qualified as exempt organizations under Section 501(c)(3) of the Code and to which contributions are then deductible under Section 170(c)(2) of the Code or to federal, state, and local governments to be used exclusively for public purposes.
8. The address of the initial registered office and mailing address of the corporation are 11405 N. Community House Rd, Charlotte, NC 28277, in the County of Mecklenburg. The name of the initial registered agent of the corporation at such address is Casey Crawford.
9. The address of the initial principal office and mailing address of the corporation is 11405 N. Community House Rd, Charlotte, NC 28277.
10. To the full extent from time to time permitted by law, no person who is serving or who has served as a Director of the corporation shall be personally liable for any action for monetary damages for breach of his or her duty as a Director. Neither the amendment or repeal of this Article, nor the adoption of any provision of these Articles of Incorporation inconsistent with this Article, shall eliminate or reduce the protection afforded by this Article to a Director of the corporation with respect to any matter that occurred, or any cause of action, suit, or claim that but for this Article would have accrued or risen, prior to such amendment, repeal, or adoption.
11. The name and address of the Incorporator are Garrett McNeill, 11405 N Community House Rd. Charlotte, NC 28277, in the County of Mecklenburg.
12. The business email address of the corporation is: g *Privacy Redaction*
13. These articles will be effective upon filing.

This is the 17th day of September 2015.



Garrett McNeill, Incorporator

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

○ Name of the Contact for Selected EMO/CMO:

N/A

○ Date of Review:

○ Signature of Board Members Present (Add Signature Lines as Needed):

■	
■	
■	
■	
■	
■	
■	
■	

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

○ Name of the Contact:

Prestige David Fauce

○ Name of the Selected Financial Service Provider:

Prestige

○ Date of Review:

4/23/22

○ Signature of Board Members Present (Add Signature Lines as Needed):

■	<u>J. M. M...</u>
■	<u>Michelle D...</u>
■	<u>H. C...</u>
■	<u>J. F...</u>
■	<u>J. F...</u>
■	
■	
■	

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

○ Name of the Contact:

N/A

○ Name of the Selected PowerSchool Service Provider:

○ Date of Review:

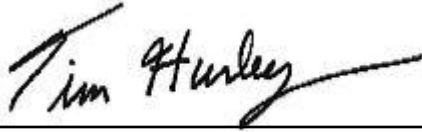
○ Signature of Board Members Present (Add Signature Lines as Needed):

■	
■	
■	
■	
■	
■	
■	
■	

Certification

I, Tim Hurley, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as _____ Movement _____ Charter School is true and correct in every respect.

Signature _____

Handwritten signature of Tim Hurley in black ink, written over a horizontal line.

Date 4/27/23

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>
Principal/School Leader	1	1
Assistant Principal		1
Operations Director	1	1
EC Coordinator		1
Office Assistant		0.5
Nurse		0.5
Core Classroom Teachers		4
EC Teachers		1
Teaching Aides or Assistants		4
Elective Teachers (1099)		1

<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
1	1	1	1
1	1	2	2
1	1	1	1
1	1	1	1
0.5	1	1	1
0.5	1	1	1
9	18	20	26
1	2	2	3
9	12	12	12
1	1.5	2	2

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 other pages.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

LEA #1:	600-Char.-Mecklenburg	LEA #2:		LEA #3:		What percentage of students from t
LEA #1:		LEA #2:		LEA #3:		What percentage of students from t
LEA #1:		LEA #2:		LEA #3:		What percentage of students from t

Grade	Year 1			Year 2			
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
	600			600			600
Kindergarten	90			120			120
Grade 1	30			120			120
Grade 2				27			100
Grade 3							25
Grade 4							
Grade 5							
Grade 6							
Grade 7							
Grade 8							
Grade 9							
Grade 10							
Grade 11							
Grade 12							
LEA Totals:	120	0	0	267	0	0	365

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



jects to enroll. In addition,
those on the initial cover

rticular level.

he LEA selected above will qualify for EC funding? 15%

he LEA selected above will qualify for EC funding?

he 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
		600			600		
		120			120		
		120			120		
		100			100		
		90			90		
		25			81		
					25		
0	0	455	0	0	536	0	0

set 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:		600-Char.-Mecklenburg		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,105.77	120	\$732,692.40	
Local Funds	\$3,339.17	120	\$400,700.40	
State EC Funds	\$5,275.72	15	\$80,718.52	
Federal EC Funds	\$1,514.35	15	\$23,169.56	
Total:			\$1,237,280.87	

LEA #2:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds		0		
Local Funds		0		
State EC Funds		0		
Federal EC Funds		0		
Total:			\$0.00	

LEA #3:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds				
Local Funds				
State EC Funds				
Federal EC Funds				

Total:

\$0.00

Total Budget: Revenue Projections Year 1 through Year 5

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

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

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

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

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 732,692	\$ 1,630,241	\$ 2,228,606	\$ 2,778,125
Local Per Pupil Funds	\$ 400,700	\$ 891,558	\$ 1,218,797	\$ 1,519,322
State EC Funds	\$ 80,719	\$ 179,599	\$ 245,519	\$ 306,058
Federal EC Funds	-	\$ 23,170	\$ 70,474	\$ 87,851
Other Funds*	\$ 500,000			
Working Capital*				
TOTAL REVENUE:	\$ 1,714,111	\$ 2,724,567	\$ 3,763,396	\$ 4,691,357

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

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



g on federal funding in

Year 5	
\$	3,272,693
\$	1,789,795
\$	360,543
\$	103,491
\$	5,526,521

additional questions
e operating budget,
ment of these funds. If

rdix 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	\$ 107,120	\$ 107,120	1	\$ 110,334	\$ 110,334	1	\$ 113,644	\$ 113,644	1	\$ 117,053	\$ 117,053	1	\$ 120,565	\$ 120,565
Assistant Administrator	1	\$ 89,610	\$ 89,610	1	\$ 92,298	\$ 92,298	1	\$ 95,067	\$ 95,067	2	\$ 97,919	\$ 195,839	2	\$ 100,857	\$ 201,714
Finance Officer		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Clerical		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Food Service Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Custodians		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Transportation Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Operations Director	1	\$ 89,610	\$ 89,610	1	\$ 92,298	\$ 92,298	1	\$ 95,067	\$ 95,067	1	\$ 97,919	\$ 97,919	1	\$ 100,857	\$ 100,857
Exceptional Children's Coordinator	1	\$ 62,830	\$ 62,830	1	\$ 64,715	\$ 64,715	1	\$ 66,656	\$ 66,656	1	\$ 68,656	\$ 68,656	1	\$ 70,716	\$ 70,716
Office Assistant	0.5	\$ 33,949	\$ 16,975	0.5	\$ 34,967	\$ 17,484	1	\$ 36,016	\$ 36,016	1	\$ 37,097	\$ 37,097	1	\$ 38,210	\$ 38,210
Nurse	0.5	\$ 33,949	\$ 16,975	0.5	\$ 34,967	\$ 17,484	1	\$ 36,016	\$ 36,016	1	\$ 37,097	\$ 37,097	1	\$ 38,210	\$ 38,210
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Admin and Support:	5		\$ 383,119	5		\$ 394,613	6		\$ 442,467	7		\$ 553,661	7		\$ 570,271
Instructional Personnel															
Core Content Teacher(s)	4	\$ 53,560	\$ 214,240	9	\$ 55,167	\$ 496,501	18	\$ 56,822	\$ 1,022,792	20	\$ 58,526	\$ 1,170,529	26	\$ 60,282	\$ 1,567,339
Electives/Specialty Teacher(s)	1	\$ 30,900	\$ 30,900	1	\$ 31,827	\$ 31,827	1.5	\$ 32,782	\$ 49,173	2	\$ 33,765	\$ 67,531	2	\$ 34,778	\$ 69,556
Exceptional Children Teacher(s)	1	\$ 53,560	\$ 53,560	1	\$ 55,167	\$ 55,167	2	\$ 56,822	\$ 113,644	2	\$ 58,526	\$ 117,053	3	\$ 60,282	\$ 180,847
Instructional Support		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants	4	\$ 32,960	\$ 131,840	9	\$ 33,949	\$ 305,539	12	\$ 34,967	\$ 419,607	12	\$ 36,016	\$ 432,195	12	\$ 37,097	\$ 445,161
*** Edit text as needed. ***		\$ 32,960	\$ -		\$ 33,949	\$ -		\$ 34,967	\$ -		\$ 36,016	\$ -		\$ 37,097	\$ -
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Total Instructional Personnel:	10		\$ 430,540	20		\$ 889,034	33.5		\$ 1,605,216	36		\$ 1,787,308	43		\$ 2,262,903
Total Admin, Support and Instructional Personnel:	15		\$ 813,659	25		\$ 1,283,647	39.5		\$ 2,047,683	43		\$ 2,340,968.72	50		\$ 2,833,174

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	5	\$ 3,782	\$ 18,910	5	\$ 3,895	\$ 19,477	6	\$ 4,012	\$ 24,074	7	\$ 4,133	\$ 28,929	7	\$ 4,257	\$ 29,797
Retirement Plan--NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan--Other	5	\$ 869	\$ 4,345	5	\$ 895	\$ 4,475	6	\$ 922	\$ 5,532	7	\$ 950	\$ 6,647	7	\$ 978	\$ 6,846
Life Insurance	5	\$ 139	\$ 695	5	\$ 143	\$ 716	6	\$ 147	\$ 885	7	\$ 152	\$ 1,063	7	\$ 156	\$ 1,095
Disability	5	\$ 347	\$ 1,735	5	\$ 357	\$ 1,787	6	\$ 368	\$ 2,209	7	\$ 379	\$ 2,654	7	\$ 391	\$ 2,734
Medicare	5	\$ 472	\$ 2,360	5	\$ 486	\$ 2,431	6	\$ 501	\$ 3,004	7	\$ 516	\$ 3,610	7	\$ 531	\$ 3,719
Social Security	5	\$ 2,019	\$ 10,095	5	\$ 2,080	\$ 10,398	6	\$ 2,142	\$ 12,852	7	\$ 2,206	\$ 15,444	7	\$ 2,272	\$ 15,907
*** Edit text as needed. ***	5	\$ 144	\$ 720	5	\$ 148	\$ 742	6	\$ 153	\$ 917	7	\$ 157	\$ 1,101	7	\$ 162	\$ 1,135
*** Edit text as needed. ***	5	\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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Total Admin and Support Benefits:		\$ 38,860	\$ 38,860		\$ 40,026	\$ 40,026		\$ 49,472	\$ 49,472		\$ 59,449	\$ 59,449		\$ 61,232	\$ 61,232
Instructional Personnel Benefits															
Health Insurance	10	\$ 3,782	\$ 37,820	20	\$ 3,895	\$ 77,909	33.5	\$ 4,012	\$ 134,413	36	\$ 4,133	\$ 148,777	43	\$ 4,257	\$ 183,037
Retirement Plan--NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan--Other	10	\$ 869	\$ 8,690	20	\$ 895	\$ 17,901	33.5	\$ 922	\$ 30,884	36	\$ 950	\$ 34,185	43	\$ 978	\$ 42,057
Social Security	10	\$ 139	\$ 1,390	20	\$ 143	\$ 2,863	33.5	\$ 147	\$ 4,940	36	\$ 152	\$ 5,468	43	\$ 156	\$ 6,727
Disability	10	\$ 347	\$ 3,470	20	\$ 357	\$ 7,148	33.5	\$ 368	\$ 12,332	36	\$ 379	\$ 13,650	43	\$ 391	\$ 16,794
Medicare	10	\$ 472	\$ 4,720	20	\$ 486	\$ 9,723	33.5	\$ 501	\$ 16,775	36	\$ 516	\$ 18,568	43	\$ 531	\$ 22,843
Life Insurance	10	\$ 2,019	\$ 20,190	20	\$ 2,080	\$ 41,591	33.5	\$ 2,142	\$ 71,756	36	\$ 2,206	\$ 79,424	43	\$ 2,272	\$ 97,713
*** Edit text as needed. ***	10	\$ 144	\$ 1,440	20	\$ 148	\$ 2,966	33.5	\$ 153	\$ 5,118	36	\$ 157	\$ 5,665	43	\$ 162	\$ 6,969
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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Total Instructional Personnel Benefits:		\$ 77,720	\$ 77,720		\$ 160,103	\$ 160,103		\$ 276,218	\$ 276,218		\$ 305,736	\$ 305,736		\$ 376,141	\$ 376,141
Total Personnel Benefits:		\$ 116,580	\$ 116,580		\$ 200,129	\$ 200,129		\$ 325,690	\$ 325,690		\$ 365,185	\$ 365,185		\$ 437,373	\$ 437,373
Total Admin & Support Personnel (Salary & Benefits):	5	\$ 421,979	\$ 421,979	5	\$ 434,638	\$ 434,638	6	\$ 491,939	\$ 491,939	7	\$ 613,109.45	\$ 613,109.45	7	\$ 631,503	\$ 631,503
Total Instructional Personnel (Salary & Benefits):	10	\$ 508,260	\$ 508,260	20	\$ 1,049,137	\$ 1,049,137	33.5	\$ 1,881,434	\$ 1,881,434	36	\$ 2,093,044	\$ 2,093,044	43	\$ 2,639,044	\$ 2,639,044
TOTAL PERSONNEL:	15	\$ 930,239	\$ 930,239	25	\$ 1,483,776	\$ 1,483,776	39.5	\$ 2,373,373	\$ 2,373,373	43	\$ 2,706,154	\$ 2,706,154	50	\$ 3,270,546	\$ 3,270,546

*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	\$ 2,250.00	\$ 2,550.00	\$ 3,150.00
Staff Computers and Software	\$ 3,000.00	\$ 2,000.00	\$ 2,900.00
Printing and Copying Services	\$ 2,160.00	\$ 4,320.00	\$ 4,449.60
Postage and Shipping	\$ 600.00	\$ 1,050.00	\$ 1,635.00
Student Uniforms	\$ 600.00	\$ 1,050.00	\$ 1,635.00
Health Services and Supplies	\$ 2,105.00	\$ 147.00	\$ 231.00
Office Furniture		\$ 2,000.00	\$ 2,000.00
Phone	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Management Company			
Contract Fees			
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Fees	\$3,000.00	\$3,150.00	\$3,308.00
Bookkeeping and Payroll	\$36,600.00	\$37,000.00	\$37,132.00
Audit Fees	\$8,250.00	\$8,498.00	\$8,752.00
Banking Fees	\$600.00	\$600.00	\$600.00
Technology Support	\$10,000.00	\$20,000.00	\$25,000.00
Background Checks	\$325.00	\$325.00	\$325.00
*** Insert rows and edit text as needed. ***			
*** Insert rows and edit text as needed. ***			
Facilities			
Facility Lease/Mortgage	-	-	\$ 180,000.00
Maintenance	\$ 2,000.00	\$ 40,000.00	\$ 40,000.00
Custodial Supplies	\$ 5,800.00	\$ 9,400.00	\$ 14,080.00
Custodial Contract	\$ 12,800.00	\$ 20,900.00	\$ 31,430.00
Insurance (pg19)	\$ 24,000.00	\$ 24,720.00	\$ 25,462.00
Pest Control	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Grounds Maintenance	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Security Monitoring	\$ 1,300.00	\$ 1,339.00	\$ 1,379.17
Utilities			
Electric	\$ 70,000.00	\$ 73,500.00	\$ 77,175.00

Gas	\$ 5,000.00	\$ 5,750.00	\$ 6,612.50
Water/Sewer	\$ 5,000.00	\$ 5,150.00	\$ 5,304.50
Trash	\$ 1,500.00	\$ 1,545.00	\$ 1,591.35
Other			
*** Insert rows and edit text as needed. ***			
Transportation			
Transportation Contract	\$ 110,000.00	\$ 110,000.00	\$ 165,000.00
Other			
Marketing: Staff Recruitment	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Marketing: Student Recruitment	\$ 10,000.00	\$ 20,000.00	\$ 25,000.00
Child Nutrition Contract	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
Other			
*** Insert rows and edit text as needed. ***			
Total Administrative & Support Operations:	\$ 387,890.00	\$ 465,994.00	\$ 735,152.12

OPERATIONS BUDGET:			
Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Student Computers + Software	\$ 25,000.00	\$ 30,000.00	\$ 20,000.00
Other			
*** Insert rows and edit text as needed. ***			
Instructional Contract			
Staff Development	\$ 5,075.00	\$ 7,350.00	\$ 12,075.00
Field Trips	\$ 10,800.00	\$ 18,900.00	\$ 29,430.00
EC Services	\$ 35,000.00	\$ 70,000.00	\$ 95,000.00
Psychological Services	\$ 20,000.00	\$ 40,000.00	\$ 55,000.00
Speech Services	\$ 11,000.00	\$ 20,000.00	\$ 27,000.00
Remediation Services	\$ 2,680.49	\$ 4,690.85	\$ 7,304.33
Guidance Services	\$ 6,253.17	\$ 10,943.05	\$ 17,039.89
Health Services	\$ 475.12	\$ 831.46	\$ 1,294.71
EC Workshops	\$ 1,219.51	\$ 2,134.15	\$ 3,323.17
Books and Supplies			
Instructional Materials	\$ 2,640.00	\$ 4,620.00	\$ 7,194.00
Curriculum/Texts	\$ 50,456.04	\$ 67,167.64	\$ 116,706.01
Copy Paper	\$ 1,200.00	\$ 2,100.00	\$ 3,270.00
Testing Supplies	\$ 5,500.00	\$ 8,875.00	\$ 13,262.50
Classroom Libraries	\$ 62,495.62	\$ 20,784.28	\$ 6,558.61
Instructional Equipment	-	\$ 5,000.00	\$ 5,000.00
Classroom Furniture		\$ 30,000.00	\$ 30,000.00
Enrichment Supplies (PE/Art/Music/Theatre)	\$ 1,200.00	\$ 2,100.00	\$ 3,270.00
Total Instructional Operations:	\$ 240,994.95	\$ 345,496.43	\$ 452,728.22
TOTAL OPERATIONS:	\$ 628,884.95	\$ 811,490.43	\$ 1,187,880.34

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

Year 4	Year 5
\$ 3,550.00	\$ 3,900.00
\$ 700.00	\$ 1,400.00
\$ 4,583.09	\$ 6,700.00
\$ 2,200.00	\$ 2,710.00
\$ 2,200.00	\$ 2,710.00
\$ 287.00	\$ 336.00
\$ 2,000.00	\$ 2,000.00
\$ 2,000.00	\$ 2,000.00
\$3,473.00	\$3,647.00
\$38,245.00	\$39,393.00
\$9,015.00	\$9,285.00
\$600.00	\$600.00
\$25,000.00	\$25,000.00
\$325.00	\$325.00
\$ 360,000.00	\$ 600,000.00
\$ 40,000.00	\$ 40,000.00
\$ 18,600.00	\$ 22,680.00
\$ 41,600.00	\$ 50,780.00
\$ 26,225.00	\$ 27,012.00
\$ 4,000.00	\$ 4,000.00
\$ 5,000.00	\$ 5,000.00
\$ 1,420.55	\$ 1,463.16
\$ 81,034.00	\$ 85,085.00

\$	7,604.38	\$	8,745.03
\$	5,463.64	\$	5,627.54
\$	1,639.09	\$	1,688.26
\$	165,000.00	\$	220,000.00
\$	10,000.00	\$	10,000.00
\$	25,000.00	\$	25,000.00
\$	50,000.00	\$	50,000.00
\$	936,764.75	\$	1,257,086.99

Year 4		Year 5	
\$	20,000.00	\$	20,000.00
\$	15,400.00	\$	17,850.00
\$	39,600.00	\$	48,780.00
\$	120,000.00	\$	140,000.00
\$	68,000.00	\$	80,000.00
\$	34,000.00	\$	40,000.00
\$	9,828.46	\$	12,106.87
\$	22,928.29	\$	28,243.49
\$	1,742.11	\$	2,145.97
\$	4,471.54	\$	5,508.13
\$	9,680.00	\$	11,924.00
\$	132,422.10	\$	153,241.22
\$	4,400.00	\$	5,420.00
\$	17,500.00	\$	21,325.00
\$	12,255.22	\$	8,516.51
\$	15,000.00	\$	15,000.00
\$	30,000.00	\$	30,000.00
\$	4,400.00	\$	5,420.00
\$	561,627.72	\$	645,481.19
\$	1,498,392.47	\$	1,902,568.18

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 930,239.00	\$ 1,483,775.77	\$ 2,373,373.34	\$ 2,706,153.71	\$ 3,270,546.27
Total Operations	M	\$ 628,884.95	\$ 811,490.43	\$ 1,187,880.34	\$ 1,498,392.47	\$ 1,902,568.18
Total Expenditures	N = J + M	\$ 1,559,123.95	\$ 2,295,266.20	\$ 3,561,253.68	\$ 4,204,546.18	\$ 5,173,114.45
Total Revenue	Z	\$ 1,714,111.32	\$ 2,724,567.23	\$ 3,763,395.98	\$ 4,691,356.64	\$ 5,526,521.22
Surplus / (Deficit)	= Z - N	\$ 154,987.37	\$ 429,301.03	\$ 202,142.30	\$ 486,810.45	\$ 353,406.77

Name (Pre Name (FirsName (Las Email	Phone	Zip Code (:Zip Code (I support tI would be	Entry Id	Entry Date	Date Upda	Source Url	Transactio	Payment A	Payment C	Payment S	Post Id
1 Danae Diller danae.dill@ (321) 794		28212	Yes	Yes	13413	#####	#####	https://www.movementschools.org/university-city-interest-form			
2 Shahara Harrigan Shahara.h@ (340) 227		28083	Yes	Yes	13390	#####	#####	https://www.movementschools.org/university-city-interest-form			
3 Montell Watson montellwa@ (540) 968		28202	Yes	Yes	13396	#####	#####	https://www.movementschools.org/university-city-interest-form			
4 Michael Swanson mtswanso@ (704) 275		28226	Yes	Yes	13412	#####	#####	https://www.movementschools.org/university-city-interest-form			
5 DANIEL ELLIS deellisdp@ (704) 292		28173	Yes	Yes	13398	#####	#####	https://www.movementschools.org/university-city-interest-form			
6 John Bailey jbailey889@ (704) 298		28215	Yes	Yes	13410	#####	#####	https://www.movementschools.org/university-city-interest-form			
7 Susie Murillo sfieldgirl7@ (704) 458		28226	Yes	Yes	13406	#####	#####	https://www.movementschools.org/university-city-interest-form			
8 Sharonda Bailey Salexan72@ (704) 490		28215	Yes	Yes	13411	#####	#####	https://www.movementschools.org/university-city-interest-form			
9 Christa Flood cflood700@ (704) 645		28213	Yes	Yes	13395	#####	#####	https://www.movementschools.org/university-city-interest-form			
10 Joshua Rouse jmrouse04@ (704) 654		28112	Yes	Yes	13397	#####	#####	https://www.movementschools.org/university-city-interest-form			
11 Vernon Sumter vsumter@ (704) 724		28213	Yes	Yes	13388	#####	#####	https://www.movementschools.org/university-city-interest-form			
12 Luis Murillo Luis_a_mu@ (704) 728		28226	Yes	Yes	13407	#####	#####	https://www.movementschools.org/university-city-interest-form			
13 Rebeca Murillo Rebecamu@ (704) 728		28226	Yes	Yes	13405	#####	#####	https://www.movementschools.org/university-city-interest-form			
14 Spanky Rouse spanky.ro@ (704) 763		28112	Yes	Yes	13392	#####	#####	https://www.movementschools.org/university-city-interest-form			
15 Lara Rouse Rousehou@ (704) 763		28112	Yes	Yes	13394	#####	#####	https://www.movementschools.org/university-city-interest-form			
16 Sara Kay Mooney sarakay05@ (704) 942		28212	Yes	Yes	13408	#####	#####	https://www.movementschools.org/university-city-interest-form			
17 Britney Smith smith.britr@ (919) 656		28215	Yes	Yes	13386	#####	#####	https://www.movementschools.org/university-city-interest-form			
18 Lakesha Yarrell Lakesha.y@ (980) 205		28213	Yes	Yes	13389	#####	#####	https://www.movementschools.org/university-city-interest-form			
19 Juanita Robinson Juanitapl@ (980) 228		28214	Yes	Yes	13391	#####	#####	https://www.movementschools.org/university-city-interest-form			
20 Jamie Sumter Jamievsun@ (980) 230		28213	Yes	Yes	13387	#####	#####	https://www.movementschools.org/university-city-interest-form			
21 Leslie Varela Leslie.vare@ (980) 245		28206	Yes	Yes	13393	#####	#####	https://www.movementschools.org/university-city-interest-form			
22 Nafeesha Mitchell Njirby@gn@ (980) 333		28025	Yes	Yes	13402	#####	#####	https://www.movementschools.org/university-city-interest-form			
23 susie hurley susiecartin@gmail.c		28211	Yes	No	13414	#####	#####	https://www.movementschools.org/university-city-interest-form			
24 Shalisha Hardwich shalishalewis2@gm:		28215	Yes	Yes	13401	#####	#####	https://www.movementschools.org/university-city-interest-form			
25 Elizabeth Hasty Elizabeth.hasty887@		28203	Yes	Yes	13400	#####	#####	https://www.movementschools.org/university-city-interest-form			
26 Stewart Hasty Stewart.hasty@gma		28203	Yes	Yes	13399	#####	#####	https://www.movementschools.org/university-city-interest-form			



MOVEMENT SCHOOL

Movement Schools are free, public charter schools. We exist to love and value children by preparing them for success in college, careers and life. We are working to open our first school in University City.

Yes! I support bringing Movement School to University City.

	Name	Phone (optional)	Zip Code	I would consider sending my children to a Movement School (Y/N)
1.	Regina Barlett		28215	Yes
2.	Herri Smith		28210	-
3.	Jamies McPherson		28215	yes
4.	Mary Williams		28212	-
5.	Jill Newson		28269	
6.	Gladys Stevens		28269	
7.	Gennifer Br. Moore		28262	-
8.	Denise Mumford		28268	-
9.	H. Crawford		28268	-
10.	Carlyn Cooper		28213	
11.	Veta Brown		28269	-
12.	Carmen Casabery		28269	yes
13.	Diane Johnson		28269	
14.	Amanda McCall Johnson		28269	



Yes! I support bringing Movement School to University City.

	Name	Phone (optional)	Zip Code	I would consider sending my children to a Movement School (Y/N)
15.	James Scott		28210	Y
16.	Mr. J. Lee		28269	
17.	Saad Alsheikhly		28262	Y
18.	Keith Brown		28269	
19.	TRAVIS WALKER		28262	
20.	Shale Covert		28269	
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Ethnicity/Race	Percentage (%)	# of Students (at launch)
Total Enrollment		120
American Indian or Alaska Native	0%	0
Asian	2%	2
Black or African American	55%	66
Hispanic	29%	35
Native HI or Pacific Islander	1%	1
Two or More Races	10%	12
White	3%	4
EDS Subgroups		0
Economically Disadvantaged Students	85%	102
Students with Disabilities	15%	18
English Language Learners	24%	29
Students Experiencing Homelessness	3%	4

of Students (at scale in year 6)
582
0
12
320
169
6
58
17
0
495
87
140
17