

## II. School Overview

Created Monday, November 10, 2014

Updated Tuesday, November 25, 2014

---

### A. Executive Summary

Evaluation Criteria Note: The School Overview section is not separately rated by evaluators. However, the Evaluation Team will consider each section of the application to assess its alignment with the statements in the School Overview section, as it provides the foundation for the entire application.

### A. Executive Summary

The Executive Summary should provide a concise summary of the following elements:

1. Mission. A mission describes the fundamental purpose of the school. The proposed school's mission statement should:

Describe the core school design components, what the proposed school will accomplish in concrete terms, and what methods it will use;

Be attainable and consistent with high academic standards;

Reflect the key values that teachers, administrators, and students know and support;

Be concise and clearly describe the proposed school's purpose for the entire school community, external stakeholders, and individuals who may not be familiar with the proposed school; and

Be able to operationalize and guide the work and school culture.

Acorn Montessori Charter School Kona will provide a high quality data driven education through a combination of Common Core curriculum and Montessori Principles including kinesthetic learning, technology, and small group direct instruction. This ensures students will master all content. Acorn strives to enhance that motivation through an exploration of learning through the senses. Students will be captivated by the hands on instruction, while utilizing state of the art approved and current curriculum including Common Core. Acorn will offer the community a place where highly qualified dedicated teachers engage students, families, and the community and thrive in education and character.

2. Vision. The vision statement describes the proposed school's highest priorities and long-term goals, identifying what will be accomplished when the school is successful in executing its mission over the long term. The vision statement should explain what success looks like in terms of students' life outcomes and the impact on the community and society. A vision statement is a broad, powerful goal whose scope is bigger than daily activities and should indicate the school's valued measures of success.

Acorn Montessori Charter School Kona will provide a high quality education through a combination of Common Core curriculum and Montessori Principles such as kinesthetic learning and small group direct instruction in collaborative learning groups. Students will enjoy learning and be captivated by the hands on instruction, while utilizing state of the art approved and current curriculum including Common core aligned McGraw Hill Treasures which covers language arts and reading, and Common Core aligned Houghton Mifflin Go Math. Acorn is outcome based, where our students grow substantially in their academic performance based on striveHI and meet or exceed the state standards. Our vision is to see every student, regardless of economic status, past education experiences, and test scores, grow academically and become excited to learn and motivated to succeed. This will be accomplished through the use of evidence based curriculum and small group direct instruction. These groups will work collaboratively to learn new materials and engage in hands on instruction. Teachers will provide information orally, through projects, and interactive lessons. Acorn will provide special education for both high and low performing students through leveled instruction that pushes students at all levels to succeed in addition to special education services.

**3. Geographic Location.** Briefly describe the geographic location and, if known, the address of the facility the proposed school plans to use.

Acorn has two possible locations on the Big Island of Hawaii. The first, Kahaluu-Keauhou to South Captain Cook: Currently, there are few public or Charter School options in Kahaluu-Keauhou to South Captain Cook. The closest public school to Kahaluu-Keauhou, Kahakai Elementary School is located in Kailua Kona. Kahakai Elementary school is in the bottom 17% of schools in Hawaii, with its students standardized test scores falling below the state average. The public schools in South Captain cook reported that on average 66 to 92.2% of their students received free and reduced lunches. Many of the private schools in these areas have long wait lists and are expensive.

Na'alehu: The current public school in Na'alehu is a persistently failing tier one school that is the lowest achieving 5% of title I schools. The community is reaching out for more quality education, with most families (over 60%) feeling that their children are receiving an unsatisfactory education attending the local public schools. The poverty rate in Na'alehu is very high. 91.4% of students in the area qualify free or reduced lunch. Acorn Montessori Charter School mission is to bring quality education to low performing impoverished areas.

**4. Anticipated Student Population.** Briefly describe the anticipated student population, including, the geographic area(s) that the proposed school plans to serve, students' anticipated educational needs, and the non-academic challenges the proposed school is likely to encounter.

Acorn's anticipated student population will be similar to that of other local public elementary schools. We anticipate to have a culturally diverse group of students with 30% Hawaiian/Pacific Islander, 20% white, 20% Asian, 10% Hispanic, and 10% two or more ethnicities. We expect to have a special education population of approximately 10% and an ELL population of 20% and are prepared for the educational needs associated with these groups including ELL specific curriculum, a special education curriculum with highly qualified professionals providing push in and pull out special education services, and a gifted and talented program providing more advanced educational needs. We expect to have 60 to 90 percent of our students qualifying for free and reduced lunch. This population will benefit from a high quality education that is equivalent to the education given at private schools which are extremely costly at a free charter school. Na'alehu's recent striveHI report suggests that many students (30%) are chronically absent which may be impacting their education. We are prepared for the possibility of absences and will combat this with increased parent involvement strategies including open houses, information nights, and volunteering opportunities. We may also provide transportation if this is a major barrier to attendance. Acorn anticipates that our student population will include 10% or more excelling students (and ideally this number will increase with every year that students attend Acorn) We will encourage the continued growth of these students through collaborative groups and gifted and the talented program.

**5. Community Engagement.** Briefly describe how the applicant has assessed demand and/or solicited support for the proposed school. Include a description of any significant relationships or partnerships established to generate community engagement in and support for the proposed school.

Acorn assessed the demand for a high quality free education system through a multifaceted approach. Many community stakeholders addressed the need for high quality education in the South Kona area. These community members are from diverse backgrounds and educations and can provide helpful information on the community. Acorn researched the local public schools and found that they indeed had deficits that could be filled by Acorn's proposed system including academic growth and success. Many local businesses have shown interest in Acorn including Hawaii Life Real Estate who is in the process of working with Acorn to develop a letter of support and possible financial contributions. Hawaii Life Real Estate would be an important partner as they can refer new home buyers to Acorn as well. Hawaii Sea Camp in Captain Cook Hawaii has also shown interest and support and discussed the collaboration of Acorn and Hawaii Sea Camp to bring students high quality marine educational experiences. Hawaii Sea Camp will also partner with Acorn with fundraising opportunities. Other local businesses including the Paradise Meadows, Local Buzz have shown interest in Acorn, ad discussed fundraising opportunities and collaboration. Acorn will continue to collaborate and connect with local

**6. Contribution to Public Education System.** Describe any anticipated contribution the proposed school would make to Hawaii's public education system as a whole. Examples could include things like adding school capacity where existing schools are already at or nearing capacity, serving student populations that the existing system has had challenges serving or is not serving, meeting a particular curricular or instructional need or challenge in a way that has system-wide benefits, and forming partnerships or feeder-school relationships with existing public schools. Where the proposed school would model innovation in ways valuable to the system as a whole, describe any specific plans to disseminate the knowledge gained at the school to other public schools.

Acorn Montessori Charter School Kona plans to contribute a high quality education system to the South Kona Coast of Big Island. This system will improve student proficiency and academic achievement. The area where Acorn Kona would like to open has schools with many underperforming students who fall below the state standards on standardized testing. The local schools are in the bottom 17% and are often overcrowded. We plan to bring an education system that is outcome based, improving test scores and student success. We would like to give local families options when it comes to education. Rather than the typical dull public education classroom, Acorn gives local students the opportunity to learn in small groups with direct instruction, learning through hands on common core aligned curriculum. We would like to help encourage families who cannot afford private schooling to strive for high educational goals for their students, and we at Acorn will help the community students to meet those high educational goals. Acorn would like to give low income families the opportunity to receive a high quality education. In the area of our potential school, over 90% of the student population is receiving free and reduced lunch. These students would benefit tremendously from an education system that can help them succeed both now, and in the future. Our goal is to build students excitement for learning, which will in turn improve drop out rates and post high school education attendance. This allows students to bring the knowledge they have acquired as lifelong learners back to the community.

Is the applicant proposing to convert an existing DOE school into a charter school?

No

## B. Enrollment Summary

### B. Enrollment Summary

1. Enrollment Plan. Complete the Enrollment Plan (Exhibit 1), and include it as Attachment A (required form), illustrating the proposed school's five year enrollment plan. Include a breakdown between students receiving a primarily on-site, face-to-face learning experience (brick-and-mortar) or Blended Learning and students receiving a primarily online learning experience (Virtual). These terms are defined in Section IV.J of the RFP and depicted in Figure 2 below.

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34563/1919091-gsH7pQre0Q/Exhibit 1.docx

2. Enrollment Plan Rationale. Describe the rationale for the number of students and grade levels served in each year and the basis for the enrollment plan illustrated in the attachment. Include a discussion of the rationale for including non-entry level grades. Entry level grades are generally kindergarten, sixth grade, and ninth grade.

Acorn Montessori Charter School Kona plans to open its first year with approximately 11 students in grades kindergarten through eight. As Acorn grows, we expect that our students will grow with us, and be promoted to the next grade within Acorn. This is our rationale for including one additional year every year until we reach 12th grade. We expect small initial class sizes that steadily grow as our reputation for excellent education increases. We will always have a low student to teacher ratio, bringing on more teaching professionals as needed for any class that goes above 15 students. Acorn believes that in order to maximize the benefits of our education system, students should attend Acorn for the maximum amount of their k-12 education. This is why we plan to open a school that ranges from kindergarten to eventually 12th grade. We expect that enrollment numbers may vary from the plan, but believe that are numbers reflect a conservative estimate of students interested in attending Acorn. We would like to start small, and grow as we become more stable at our South Kona location. When addressing non-entry level grades, we believe that students will transfer into Acorn from other local public schools due to our unique approach on education combined with our rigorous goals for excellence. This will be accomplished through advertisement and community collaborations.

3. Enrollment Plan Justification. Provide evidence justifying the enrollment plan described above. Include the estimated number of students in the geographic area(s) the proposed school plans to serve, including the number of students that currently attend existing schools (both public and private) in the geographic area for the grades the proposed school plans to serve. If research data, censuses, surveys, or other data sources were used, please describe these sources and provide a citation or attach copies of the sources, as Attachment B (20 page limit).

The nearest public schools to Acorn's prospective locations are Kahaluu-Keauhou, Kahakai Elementary School and Na'alehu elementary. These schools are grades kindergarten through fifth grade. Kahaluu-Keauhou, Kahakai, located in South Kona currently has an enrollment of 623, which far exceeds the total enrollment that Acorn plans to have. Na'alehu elementary, another kindergarten through fifth grade school currently has an enrollment of 411 which is also much higher than Acorn's expected enrollment at capacity. Konawaena middle school, located near Acorn's prospective location currently has 529 students and Konawaena high school currently has 689 students. With Acorn's low expected initial numbers, we can modestly expect to find 10 to 11 students in each grade offered that are excited to attend Acorn the first year of opening. Many of the reviews of these schools are negative suggesting that parents may be unhappy with the school options and looking for another high quality option for their children. These student estimates do not count in the local private schools. The estimates of school attendance have all been gathered from the greatschools.com websites

Attachment B (20 page limit).

Note: Uploaded files should be .pdf files only unless otherwise instructed.

(No response)

Figure 2: Virtual and Blended Learning Continuum

# III. Academic Plan Design & Capacity

Created Monday, November 10, 2014  
Updated Thursday, December 04, 2014

---

## A. Academic Plan Overview, Academic Philosophy and Student Population

Evaluation Criteria Note: A strong Academic Plan is coherent overall and aligned internally with the proposed school's mission and vision; Organizational Plan; and Financial Plan.

### A. Academic Plan Overview, Academic Philosophy and Student Population

Evaluation Criteria Note: This section is not separately rated by the evaluators. However, a strong Academic Plan will demonstrate consistent alignment with the Academic Plan Overview and Academic Philosophy.

1. Academic Plan Overview. Provide a concise overview of the academic plan of the proposed school, including instructional methods, assessment strategies, and any non-negotiable elements of the proposed school's academic plan. Include a brief description of any virtual or blended learning programs, as defined in Section IV.J of the RFP. Briefly describe any evidence that promises success for this academic plan with the anticipated student population.

Acorn Montessori Charter School's academic plan consists of four pillars: Small group direct instruction, learning through exploration and investigation, data driven evidence based curriculum, and accountability.

Students will learn within collaborative small groups with direct instruction. Small groups will be leveled to student needs and living. Students will be able to move between group levels if in need. If a student is struggling in a subject, the student is able to move to a slower paced group with more supports. If a student is excelling, he is able and encouraged to move to a faster paced more rigorous group where he will be challenged. If a student is struggling with a specific concept, the student is able to attend a lesson twice, in two different groups to improve understanding and academic success. Groups will be collaborative and rigorous, with students learning to work together towards success. Teachers will teach with small student to teacher ratio not to exceed one to fifteen (although often one to 7) to ensure academic success. Each student will be given a weekly contract. This contract helps to ensure that students are organized and on task. The contracts consist of the tasks that the student is responsible for each week. Teachers sign off tasks as completed. Groups will work together to complete tasks and students will also complete some tasks independently. Groups will consist of 4 to 8 members learning and working collaboratively to explore content and learn with investigation.

Students will learn through exploration and investigation. Students will engage in content with all senses. They will learn through projects, hands on materials, music, experiments in combination with data driven evidence based curriculum. Students will explore each subject and have experience many teaching styles to ensure that all children are engaged and interested in all instruction.

Acorn will utilize Common Core aligned data driven and evidence based curriculum to ensure that students are meeting or exceeding state standards. We will use Saxon and McGraw Hill curriculum that is well researched, evidence based, and common core aligned. These curricula offer rich and in depth learning through leveled and connected non fiction readers and deeper understanding of content. Students will be progress monitored to ensure that they are learning content.

Acorn believes in accountability through multiple contexts. Acorn will constantly strive for excellence and will keep data of student growth through frequent progress monitoring and targeted interventions for students in need of more help. Acorn's classes will be assessed on newly acquired knowledge bi-weekly, with large scale assessment occurring no less than quarterly in addition to frequent progress monitoring (every week for intensive students, bi-weekly for strategic and quarterly for all). In addition to our assessments, acorn will demonstrate accountability though the hiring and maintaining of high quality teachers and para-professionals. Acorn will utilize the rigorous teacher and principal evaluations that have been created specifically to improve teacher success and quality.

Acorn believes that with these four pillars, our students will become successful lifelong learners.

2. Academic Philosophy. Provide a concise description of the applicant's core beliefs and academic values and how those beliefs and values inform the design of key elements of the

## proposed school.

Acorn Montessori Charter School's philosophy is from the tiny and the great. We believe that education shapes the lives of students and the success of the community as a whole. Students learn best by learning through an exploration of the senses. We at Acorn believe that students are not meant to sit and learn through lecture alone, but are active members of a learning community, learning in small groups and direct instruction. The lessons that students receive in these small groups reflect ideas of exploration, scientific discovery, and learning through action. The small groups are leveled and also living. This means that if a student excels in one area, and needs more support in another, the student is able to move groups. Students are also able to attend multiple groups if necessary to get a lesson repeated if they need. Students learn best when they are completely engaged and interested in the subject. We at Acorn will strive to interest every student through varied instruction techniques in small groups. Acorn believes that every student has the capacity to learn and enjoy education. We strive to imbue the love of knowledge and learning to all of our students with the hope that the passion for education will stay with our students for the rest of their lives. We want to prepare our students for post high school education by instilling this love in addition to rigorous academic preparation. Acorn Montessori believes that all students should be actively engaged in their education, and also be challenged academically so that they can reach their potential. Acorn will provide challenging learning opportunities daily. Students will feel successful when they accomplish these tasks as a collaborative learning team. Students also deserve to have an active teacher leading them through their educational journey. We believe in a low student to teacher ratios that should not exceed 1 to 15. This ratio ensures that all students' needs are being met both educationally and emotionally. We believe in teaching the whole child. This includes a student's educational, social, emotional and community needs. We are a full support of all students attending Acorn, ensuring that all their needs are met to become lifelong learners and success driven.

**3. Anticipated Student Population.** Describe the anticipated student population the proposed school plans to serve, including, among other things, the projected percentage of students eligible for free and reduced lunch. Explain why the proposed school anticipates that the student population described above will enroll in the proposed school. Include, as Attachment C (5 page limit), a listing of the DOE complex area(s) that these students will most likely come from and a listing of both public and private schools with the grades the proposed school plans to offer that are located in the same areas that the proposed school plans to pull its student population from.

Acorn Montessori Charter School Kona plans to serve the South Kona population in the same capacity as the local public schools. Acorn projects between 60 and 90 percent of students will receive free and reduced lunch. This percentage is based on the percentage of students receiving free and reduced lunches at the local public schools Na'halehu (who serves 84% free and reduced lunch), Hookena (who serves 83% free and reduced lunch) and Kahakai (who serves 66% free and reduced lunch). Acorn plans to serve a student population that mirrors the local public schools in cultural composition as well. We intend to serve 35-70 percent Native Hawaiian students, 11-25% White students, 11-20% Asian students, 6-13% Hispanic students, and 2% Black students. These estimates have all been gathered from data given from greatschools.com for the surrounding public schools. Acorn expects that the student demographics will mirror the local public schools due to the availability of a free education that is high quality and will benefit the students and the community. Students populations from these areas will attend a school that gives a great education while still being a charter school.

## Attachment C (5 page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/1919103-C7wWohm3Ls/Attachment C.doc

## B. Curriculum and Instructional Design

### B. Curriculum and Instructional Design

Evaluation Criteria. A strong response will have the following characteristics:

Comprehensive framework for rigorous, high-quality instructional design that reflects both the needs of the proposed school's anticipated population and its alignment to academic standards. Includes a brief description of how the proposed framework will ensure continued student achievement as measured by Strive HI and the Academic Performance Framework.

If applicable, clear, rigorous academic standards beyond those specified in Strive HI and the Academic Performance Framework. Includes clear descriptions of the adoption or development process, the source of the additional standards and a reasonable rationale for their inclusion.

Clear academic, non-academic, and mission-specific goals and metrics for the proposed school that details the school's goals and the metrics that will be used to measure the success in achieving these goals.

Clear and comprehensive plan for how the proposed school assesses the progress of individual students, student cohorts, and the school as a whole on the identified metrics. Clearly explains the rationale for selecting or developing each of the identified assessments; includes a clear description each assessments' purpose, design, and format; and adequately demonstrates the validity and reliability of any non-standardized assessments.

Clear and comprehensive plan for how instructional leaders and teachers will administer, collect, and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform programmatic and instructional planning decisions and make adjustments to curricula, professional development, and other school components. Clearly explains the roles and responsibilities of the instructional leadership team in overseeing teachers' progress toward helping students meet their identified goals and clearly describes the formalized process and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.

Comprehensive course scope and sequence and curriculum map and/or pacing plan that clearly identifies course outcomes, demonstrates an alignment with appropriate standards, and illustrates alignment from grade to grade.

If the curriculum is developed/selected: Sound curricular choices, by subject and grade level, which include research-based evidence the curricula will be appropriate, effective, and improve academic achievement for the anticipated student population. A clear description of how the curricula will keep students on track for college and career readiness, highlighting any backwards-planning efforts, if relevant. If there is a virtual or blended learning program, a clear description of the online learning curriculum and a reasonable rationale for the selection of the curriculum.

If the curriculum is not already developed: Clear and comprehensive curriculum development plan and realistic timeline, which identifies individuals responsible and aligns with teacher hiring and professional development calendars.

Sound, research-based instructional strategies that will clearly support the academic plan. Includes a clear explanation of how these instructional strategies support the mission, vision, and academic philosophy of the proposed school and why the strategies are well-suited to the anticipated student population. A clear explanation of how the teachers will use different instructional methods to meet the needs of all students, highlighting assessing student needs, remediation, accelerated learning, and specialized instruction. If the proposed school's academic plan contains a virtual or blended learning program, includes a comprehensive description of how the proposed instructional strategies will work with the online learning components to result in a coherent instructional program.

Clear description of graduation course and credit requirements and how GPA will be calculated.

Sound plan for meeting BOE graduation requirements and compelling reasons and justification of any additional requirements beyond BOE requirements or deviation from BOE graduation requirements.

If there is a virtual or blended learning program, a clear overview of the online learning program, including a description of the level of instruction that uses online learning methods, the general organization of the online learning schedule, a description of the impact of the program on classroom instruction (for blended learning programs), the teacher, student, and parent or guardian role, the degree of support provided to students and the student to teacher ratio in an online learning program. A video demonstration of the proposed online learning curriculum that adequately portrays student and teacher experience with the online learning curriculum.

Comprehensive plans for and clear descriptions of how classroom instruction will work with the online learning components to result in a coherent instructional program; how attendance, student participation, credit accrual, and course completion will be defined, monitored, verified, and reported; how any online attendance policy adheres to state and federal reporting requirements; how federally-mandated assessments will be administered and proctored; how the proposed school plans to uphold the academic integrity of the virtual or blended learning program; the systems and procedures that will validate the authenticity of student work; how student safety is ensured and in compliance with federal privacy laws; how the proposed school will ensure minimal interruptions to learning, including a plan for technical support and troubleshooting for students, teachers, parents or guardians, and administrators; and how the proposed technology selections support the platform dependencies for the proposed curricular materials and instructional strategies.

1. Propose a framework for instructional design that reflects the needs of the proposed school's anticipated population and its alignment to academic standards. If the proposed school plans to

adopt or develop additional academic standards beyond those specified in Strive HI and the Academic Performance Framework, explain the types of standards (such as content areas and grade levels). Describe the adoption or development process that has taken place or will take place for these additional academic standards. Briefly describe the source of the additional standards and the rationale for their inclusion. Briefly describe how this proposed framework also ensures continued student achievement as measured by Strive HI and the Academic Performance Framework.

Acorn Montessori Charter School plans to adopt the academic standards specified in StriveHI. We will also adopt the Common Core standards throughout all grade levels to ensure academic success in the changing education environment. The first shift in Common Core is to have a greater focus on fewer subjects. Trained Highly Qualified educators will use scientifically data driven McGraw Hill/Saxon curriculum to build knowledge through content rich mathematics and non fiction reading that will enforce Reading, Language Arts, Mathematics, Science and Technology skills. Students learn through common core, small group direct instruction and collaboration that there are many methods to come to the same answer when they are doing their complex stories, multi level word problems or calculations. The models of Common Core with manipulatives develop the methods for multiple learning styles to be effective. Students are assessed and placed into small leveled groups for direct instruction and rotation. The rigor of our Common Core curriculum is presented in small steps. Instead of knowing of one way to approach a problem, students will learn that there are many ways to investigate and receive the answer. Common Core allows for our students who learn differently to find a way through instruction that suits the individual learner. Common Core allows students to increase their conceptual understanding and apply this order to their knowledge. All of our teaching will meet StriveHI standards as well as being Common Core aligned.

**2. Goals and Metrics.** Identify the academic, non-academic, and mission-specific goals and metrics for the proposed school. Describe how the applicant’s design team determined these goals and why these goals are appropriate for the proposed school’s intended population. Include, as Attachment D (8 page limit), a table that details the school’s goals and the metrics that will be used to measure the success in achieving these goals, and include targeted assessment scores, attendance levels, and goals for graduation rates, leading indicators (e.g., freshman on track), college going rate, and career readiness.

The academic goals of Acorn include increasing students academic achievement by at least 10 percent in all core areas. We focus on a combination of improvement and achievement. Improvement is measured with benchmark assessments (DIBELS, AIMSweb) and achievement is measures with state assessments. We want to improve the academic outcome of all students regardless of background and academic history. We will achieve these academic goals through small group direct instruction, leveled learning, small student teacher ratio and hands on learning. The applicant team decided to focus primarily on growth as its academic goals for several reasons. The students from neighboring schools state scores are lower than we would like to see. If Acorn focuses on growth, we hope to improve the scores of incoming students as they move towards subject mastery. Also we believe that teaching towards growth is the ideal way to work with students. Our long term goal is that we have 90% of students meeting or excelling state standards. Our non-academic goals include improving attendance foe all of our students. Our students need to be present in order to learn and be successful. We plan to improve student attendance with more parent involvement, and possible transportation.

## Attachment D (8 page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/1919103-6IQGbacL3T/attachment.doc

**3. Assessment Plan.** Explain how the school will assess the progress of individual students, student cohorts, and the school as a whole on the metrics identified in Section III.B.2. Include, as Attachment E (no page limit), a table that details specific diagnostic, benchmark/interim, formative, and summative assessments that will be used for each grade level, as well as the timing of their administration. Include with the same table, any charts or pacing guides that illustrate the assessment plan. Provide an explanation of the rationale for selecting or developing each of the identified assessments; describe each assessments’ purpose, design, and format; and demonstrate the validity and reliability of any non-standardized assessments (specifically, the alignment of assessments with the academic standards adopted by the BOE).

Acorn Montessori Charter School will use an Assessment System (DIBELS, AIMSweb). which are curriculum based measurement system. We will use this measure to assess K-8 students 3 times a year to provide teachers and administrators with an overview of how

students are progressing toward state standardized goals. Students are tested 8/18 – 9/5 as the beginning of the year benchmark, 1/12-1/30 as the middle of the year benchmark, and 4/27-5/15 as the end of the year benchmark assessments. Students are assessed in oral reading fluency, reading comprehension, Math computation, Writing, Early Literacy skills, and Early Numeracy skills. Oral Reading Fluency is a one-minute assessment given to student in 1st – 8th grade. Students read a passage at their grade level as the testing proctor scores the student on words read correctly per minute. The reading comprehension test is a 3-5 minute reading passage given to students in 3rd – 8th grade. It has missing words in each sentence of the grade level reading passage. Students then choose which of the three choices given belongs in the sentence. The testing proctors then correct the students' work based on the number correct. The math computation test is an 8-minute assessment given to students in 1st – 8th grade. Students must solve math computation facts that align to the state standards for their grade level. The testing proctors then grade the assessments based on number correct. The writing test is a three-minute assessment given to students in 1st – 8th grade. Students are given a prompt and write as much as they can, staying on topic. This test is then graded based on writing sequence, words written, and conventions. Early Literacy testing is given to students in kindergarten and 1st grade. These are one minute assessments determining students knowledge of phonological awareness, letter names, letter sounds, and the ability to read nonsense words correctly. Early Numeracy tests are given to students in K-1st grade to determine students' knowledge of counting to 100, identifying numbers, identifying quantity discrimination, and identifying missing numbers in a sequence.

Once students are tested, the system will aggregate the data and place students into three tiers based on how students are meeting the targets for their grade level. Tier 1 indicates students that are meeting standards and will continue to receive general education curriculum as well as the three times a year universal testing. Tier 2 indicates students that may be at risk of falling behind. These students will be tested monthly and will also receive 20-40 minutes of additional instruction outside of the general curriculum per day. Tier 3 indicates students that are at an even higher risk and need immediate intervention. These students are tested weekly and receive 60-90 minutes of additional instruction in their deficient area.

In addition to the universal testing AIMSweb and DIBELS provides, each teacher at Acorn Montessori School also gives weekly and unit assessments that match the curriculum in Language Arts, Mathematics, and Science. The curriculum used is aligned to the Arizona College and Career Readiness standards. The weekly and unit assessments provide teachers with an idea of how students are meeting state standards and what instruction may need to be adjusted based on the results. The curriculum tests are scientifically research based instruments that directly correlate to the state standards at each grade level.

Students will have summative assessments in all core subjects every quarter to assess knowledge acquisition. Students will also be tested with Hawaii state assessment to measure student progress and educational benchmarks.

## Attachment E (no page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/1919103-EuAIeyoFcP/attachment.doc

**4. Data Driven Programs and Instruction.** Describe how instructional leaders and teachers will administer, collect, and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform programmatic and instructional planning decisions and make adjustments to curricula, professional development, and other school components. This response should clearly explain the roles and responsibilities of the instructional leadership team in overseeing teachers' progress toward helping students meet their identified goals, as well as specify the formalized process and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.

Teachers and administrators at Acorn will utilize data to inform teaching. Teachers will utilize formative assessments that will help them determine whether a subject needs to be retaught, a student needs specific tutoring, or targeted assistance. Teachers will administer formative assessments weekly and compile the data to inform their immediate teaching and instructional planning decisions. Adjustments to the curriculum can be made if students are not making the appropriate academic gains. Benchmark assessments will inform teachers who needs to be placed in strategic and intensive interventions for more one on one and small group direct access to the content. Benchmark assessments will be given quarterly to all of the population and bi-weekly to students identified as needing strategic interventions and weekly for students identified as needing intensive interventions. benchmark assessments will be collected by the administrative staff and put into a binder to be easily referenced. State assessments will also be used to inform teaching. Administrators will aggregate state assessments and analyze them. If many students are not performing up to Acorn's expectations, then a specific teacher improvement plan will be collaboratively developed with the administration and the teacher. This will help to improve academic success. The instructional leadership team will be responsible for aggregating and interpreting assessment data, and working to develop teacher improvement plans. Administration will also implement the teacher evaluation system with a component focused on academic assessment success. Administration will also offer and encourage professional development opportunities to help teachers clearly understand all assessments, how to aggregate, what the data means and how to implement a plan to improve scores.

5. Course Scope and Sequence. Include, as Attachment F (15 page limit), a course scope and sequence and curriculum map and/or pacing plan that identifies course outcomes, demonstrates a clear alignment with appropriate standards, and illustrates alignment from grade to grade.

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/1919103-IURhApqC1t/Scan0207.pdf

6. Curriculum. Provide an overview of the proposed curricula and discuss the alignment of the curriculum with the academic standards adopted by the proposed school.

Is the proposed curriculum already fully developed ?

Yes

a. If the curriculum is fully developed, provide the rationale for each curriculum development or selection decision, and briefly describe the support materials for each subject and grade level. Provide evidence that the proposed curricula are research based and will be appropriate, effective, and improve academic achievement for the proposed school's anticipated student population. Also, include a brief description of how these curricula will keep students on track for college and career readiness, highlighting any backwards-planning efforts, if relevant. If the proposed curricula include a virtual or blended learning program, include a brief description of the online learning curriculum and the rationale for the selection of the curriculum.

Acorn Montessori charter school's curriculum will be heavily based off of our mainland schools curriculum with appropriate changes made to address the unique needs of our new population. Our curriculum has been used successfully implemented for many years and the students do well and improve academically with its use. We will use the common core aligned Go Math curriculum from Kindergarten through eighth grade. We will also use McGraw hill treasures as our main language arts and reading program. All of our curriculum will be aligned to state and federal standards. Both Treasures and Go Math are research based and common core aligned. They have been effectively implemented at our mainland campus and give the students the depth of knowledge that is most important when learning. Students will also use Fusions for science curriculum which is common core aligned. Acorn's use of these state of the art curriculum in combination with small group direct instruction help to improve the academic success of all students independent of academic level of proficiency. We combine high quality curriculum with our proven educational system to prepare students for higher education and the rigors of high school and college. Attached in the course scope and sequence is a year plan of fifth grade using the curriculum.

7. Instructional Strategies. Describe the primary instructional strategies the proposed school will implement to support the academic plan, including things like approaches to classroom management and checks for understanding. Explain how these proposed instructional strategies support the mission, vision, and academic philosophy of the proposed school and why these strategies are well-suited to the anticipated student population. Highlight any research based evidence. Discuss how teachers will use different instructional methods to meet the needs of all students, highlighting: assessing student needs, remediation, accelerated learning, and specialized instruction. If the proposed school's academic plan contains a virtual or blended learning program, include a description of how the proposed instructional strategies will work with the online learning components to result in a coherent instructional program.

Acorn's instructional strategies include hands on direct instruction in small collaborative groups while teaching state and common core aligned curriculum. These groups will rotate between subjects, working together to learn rigorous lessons and improve academic success. Teachers will structure each group and lead their students through the learning process. Groups will be living, where students can move between the levels as needed for understanding. If a student is having difficulties in math, then he can move to a slower paced math group, where is a student is excelling, he can move into a higher paced group. If a student needs a repeat of the lesson, he can join in with another group to be re-taught the lesson. All students, regardless of academic proficiency, will feel challenged and capable of learning with this method. If students qualify for an individualized education plan, then additional in and out of class services will be provided to meet their specific needs. Students will use contracts developed weekly by teachers that will help keep them on task. These contracts contain all of the work that must be completed during the week. When each assignment is completed, teachers sign off that section of the contract until the student successfully complete all the tasks of the given week. Acorn expects that

all lessons will follow the following: Lesson Focus/ Objective: Teachers clearly communicated learning objective to students, followed objective throughout lesson, and performed a final assessment of objective with every student

Task Analysis: Teacher was aware of and prepared to teach all aspects of lesson including essential vocabulary, concise instruction, communicating when and why lesson is important and steps in the thinking process, Anticipatory set: Teacher provides introduction, using students past experiences and linking them to objective (optional)

Pre-assessment: Teacher assesses each students knowledge of the information in the task analysis before the lesson begins, Chunking: Teacher teaches one piece or “chunk” of the lesson at a time and matches information, questions, activities, and feedback t the chunk of information being taught, Active Student engagement: Teacher involves students both overtly and covertly, involves all students simultaneously and consistently throughout instruction, Meaning: Teacher created meaning during the lesson through student understanding and valuing, Modeling: Teacher modeled correct performance and labeled criteria for correct performance throughout lesson, Practice: Teacher drilled students on newly presented materials and reviewed previous relevant learning,

Tone: Teacher was pleasant, and interacted appropriately with students. Teacher fostered safe and positive learning environment, Motivation: Teacher was able to motivate student learning by assessing and modifying interest level (novelty, vividness and importance),measuring success and ensuring students have knowledge of results (right or wrong) as soon as possible, Monitor Students and adjust teaching: Ensure student understanding and adjust teaching to meet students who do not understand concepts, Closure: All students summarize the content, teachers summarize lesson effectively, Assessments: Teacher regularly assess student’s with appropriate assessment tools (both formally, and informally) tracks and monitors student progress, and utilizes data to inform teaching, and Special Education Collaboration: Teacher communicates with Special education team often in regards to special education students, attends all meetings, reports any necessary data in a timely fashion, and willingly accepts Special education grades. The above expectations for each lesson help to provide quality education and learning for all students. Engagement is a key component to learning and is considered very important to Acorn.

## 8. Graduation Requirements. High schools will be expected to meet the BOE’s graduation requirements in accordance with BOE Policy 4540. High schools may be able to deviate from such graduation requirements if a waiver is obtained from BOE.

Note: Any deviation from BOE Policy 4540 requires a waiver from BOE, and Commission approval of an application does not constitute approval of any deviation from BOE’s graduation requirements. If the application is approved, it will be incumbent on the applicant either to: (1) obtain a waiver; or (2) if it cannot obtain a waiver, adjust its graduation requirements to meet BOE Policy 4540.

- a. Describe the course and credit requirements for graduation. Include a description of how GPA will be calculated.
- b. If graduation requirements for the proposed school will differ in any way from BOE Policy 4540, explain how they will differ (including exceeding BOE graduation requirements) and the reason and justification for the differences.

Not applicable

Does the proposed school offer a program that uses an online learning model, as defined in the RFP, with students typically receiving fewer than five hours per week of face-to-face instruction?

No

Does the proposed school offer a program that combines an online learning model, as defined in the RFP, with face-to-face instruction in a manner such that the online learning activities enhances and/or transforms the instructional model?

No

Does the proposed school use online learning in any way, either during or after the school day?

No

## C. School Calendar, Schedule, and Staff Structure

### C. School Calendar, Schedule, and Staff Structure

Note: While charter schools are exempted from HRS §302A-251, regarding instructional time, charter schools are subject to collective bargaining pursuant to HRS Chapter 89, Collective Bargaining in Public Employment. Applicants must ensure that their proposed plan will comply with collective bargaining requirements. Applicants proposing school calendars and schedules outside of the parameters of HRS §302A-251, must negotiate agreements that supplement any Master Collective Bargaining Agreements and should be cognizant of possible limitations of these agreements.

Evaluation Criteria. A strong response will have the following characteristics:

School calendar and daily and weekly schedules that, align with and clearly reflect the needs of the Academic Plan, and are conducive to significantly improving student learning.

Clearly describes the structure of the proposed school's day and week, including all of the required elements listed in Section III.C.2.a.-f.

Provides a reasonable teacher-student and adult-student ratio that aligns with the Academic Plan.

A staffing chart that clearly indicates all positions, is aligned with the Academic Plan, and proposes a salary structure that is in alignment with the proposed school's budget.

Provides a reasonable rationale for the staffing plan and clearly explains how the relationship between the proposed school's leadership or management team and the rest of the staff will be managed.

If the proposed school has a virtual or blended learning program, the staffing plan clearly ensures sufficient capacity for deploying and managing technology inventory and network needs with minimal interruptions to teaching and learning, including troubleshooting support for school staff and students.

**1. Discuss the annual academic schedule for the proposed school. Explain how the calendar reflects the needs of the academic plan. In Attachment H (2 page limit), provide the proposed school's calendar for the first year of operation, including total number of days and hours of instruction.**

Acorn Montessori Charter School will follow the official school calendar of the State of Hawaii department of education. We will be in school 180 days and teach from the first week of August through the first week of June. We will follow all holiday and break schedules with the official school calendar as well. The projected days of instruction for the 2016-2017 school year are August 1st (first day of instruction) to December 16th (with all scheduled holidays observed and week break for fall break) and January 6th through June 6th (with week break in march for spring break). We believe that structuring our academic schedule in line with the general public schools, we will allow the students to learn and thrive. We also plan to offer summer school for those in need to improve the lapse of knowledge that may happen during the summer.

07/28/2016 Monday First day for teachers

08/01/2016 Friday First day of school

08/15/2016 Friday Statehood Day

09/01/2016 Monday Labor Day

10/03/2016 Friday 1st Qtr (44 days) Ends-Oct.3

10/06/2016-10/10/2016 Monday-Friday Fall Break

10/17/2016-10/24/2016 Friday-Friday One student day off for Teacher Institute Day (days subject to change)

11/04/2016 Tuesday Election Day

11/11/2016 Tuesday Veterans Day

11/27/2016 Thursday Thanksgiving Day

11/28/2016 Friday School Holiday

12/19/2016 Friday 2nd Quarter (45 days) and 1st Semester Ends- Dec. 19

12/22/2016-1/08/2017 Monday-Friday Winter Break\*\*\*12 mo. teachers return on Jan. 5

12/25/2016 Thursday Christmas

01/01/2017 Thursday New Year's

01/09/2017 Friday Teacher workday (no students)-2nd Semester- 93 Student Days

01/19/2017 Monday Martin Luther King Day

02/16/2017 Monday President's Day

03/13/2017 Friday 3rd. Qtr (43 days) Ends-Mar. 13

03/16/2017-03/20/2017 Monday-Friday Spring Break  
03/26/2017 Thursday Kuhio Day  
04/03/2017 Friday Good Friday  
05/25/2017 Monday Memorial Day  
06/03/2017 Wednesday Last Day for students \*\*2nd Semester Ends  
06/04/2017 Thursday Last day for teachers  
06/11/2017 Thursday Kamehameha Day 4th Quarter (50 days)

## Attachment H

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/1919103-KvWNILnfWi/2016-2017 School Calendar.pdf

### 2. Describe the structure of the proposed school's day and week, including the following:

- A description of the length and schedule of the school week.
- A description of the length and schedule of the school day including start and dismissal times.
- The minimum number of hours or minutes per day and week that the proposed school will devote to academic instruction in each grade.
- The number of instructional hours or minutes in a day for core subjects.
- An explanation of why the proposed school's daily and weekly schedule will be optimal for student learning.
- The number of hours or minutes in a day for teacher planning time.

Acorn Montessori Charter School Kona will follow the hour schedule of the Hawaii department of education with the exception of the early release day moved from Wednesday to Friday. School will begin at 8:00 am daily and will end at 2:15 pm, with the optional addition of homework club on Monday Tuesday, and Wednesday that will end at 3:00 pm. On Friday, school will start at 8:00 am and end at 1:00 pm. Students will receive in class direct instruction during the time listed above. Students receive 120 minutes of reading/language arts, and 90 minutes of mathematics daily. In addition they receive science, social studies, PE, art, foreign language, and an elective and lunch/recess in middle and high school. Students will receive a half hour designated lunch and recess break. Aside from this, all of the rest of the school day will be devoted to academic instruction in one of the above areas. A typical student schedule may look like: 8:00- 9:30 (three to four 30-45 minute increments that rotate between tasks) small group instruction- reading and language arts. This may include one reading social studies group, or a writing group. 9:30-10:30 Science, 10:30-11:00 PE, 11:00-11:30 lunch and recess, 11:30-1:00 math rotations (problem solving groups, new instruction, hands on independent learning), 1:00-1:30 foreign language (art and foreign language time may be substituted by elective in older grades), 1:30-2:15 PE, and 2:30 dismissal. This schedule allows for students to receive all core content with little waste of academic time. The varied instruction between subjects and small groups ensures that students do not get fatigued with one subject. Lessons will be interactive with varied teaching styles to engage all learners throughout the day. The schedule above may be rearranged as well depending on teacher schedule development, though the required times of each core subject will remain the same throughout all classrooms. Teachers will be given prep time daily from 7:30 to 8:00 am and from 2:15 to 3:00 or 4:00 pm.

### 3. Provide, also in Attachment I (10 page limit), a sample daily and weekly schedule for each division of the proposed school.

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/1919103-eqQIFXKkdW/Scan0206.pdf

### 4. Staff Structure.

- Provide the teacher-student ratio, as well as the ratio of total adults to students for the proposed school.
- Provide, as Attachment J (required form), a complete staff chart for the proposed school. Prepare the submission using the Staffing Chart Template (Exhibit 2) provided by the Commission.
- Describe the rationale for the staffing plan as demonstrated in the staff chart.
- Explain how the relationship between the proposed school's leadership team or management team and the rest of the staff will be managed.

e. If the proposed school has a virtual or blended learning program, identify the position(s) dedicated to IT support and describe the plan that will ensure sufficient capacity for deploying and managing technology inventory and network needs with minimal interruptions to teaching and learning. This includes troubleshooting support for staff and students.

Acorn's student teacher ration will not exceed one to fifteen, although, may be as low as one to 8. We strive for low student teacher ratios as we believe this is a pillar of success. The initial year, there will be 17 staff members on campus and 100 students. We use our highly qualified paraprofessionals to aid in class learning by guiding groups, helping leveled learners and providing support to the teachers. Every class will have one or more paraprofessionals to assist in the learning process. Special education support will be given by a qualified special education instructor (in the middle school budget form). Leadership and teachers will work together to promote a healthy meaningful learning environment for all children. The relationship will be collaborative with direct communication of expectations and support given to teacher needs and concerns. Administration will be active members of the school with students all knowing the administrative team and feeling comfortable interacting.

## Attachment J

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/1919103-GXV3ehIUns/Exhibit 2 (1).docx

## D. School Culture

### D. School Culture

This section of the proposal should describe the systems, traditions, and policies that will promote high expectations and a positive academic and social environment that fosters students' intellectual, social, and emotional development.

Evaluation Criteria. A strong response will have the following characteristics:

Clear and coherent description of the shared beliefs, attitudes, traditions, and behaviors of the proposed school, students, teachers, parents or guardians, and administrators and how these shared beliefs, attitudes, customs, and behaviors create a school culture that will promote high expectations and a positive academic and social environment that fosters intellectual, social, and emotional development for all students.

Coherent plan for creating, implementing, and maintaining the intended culture for students, teachers, parents or guardians, and administrators. Includes a clear description of the roles of students, teachers, parents or guardians, and administrators in creating, implementing, and maintaining this culture and how these roles are aligned.

A coherent plan for enculturating students who enter the proposed school mid-year or in later grades.

Clear description of how the proposed school culture is conducive to a safe learning environment for all students and how the proposed school will identify, assess, and monitor the social, emotional, behavioral, and physical health needs of all students on an ongoing basis.

A clear description of how the school culture and staff will intentionally expose students to post-secondary educational and career opportunities at all grade levels. Clear descriptions of curricular or extracurricular programs that will provide students with access to college or career preparation and explanations of how these programs will reinforce a culture of high expectations. If any, citations to structured programs or supports, tracking systems, and individuals responsible for helping promote and monitor college and career readiness among students.

Student discipline policy that provides for appropriate, effective strategies to support a safe, orderly school climate and fulfillment of academic goals, promoting a strong school culture while respecting student rights.

Legally sound policies for student discipline, suspension, dismissal, and crisis removal, including procedural due process for all students, including students afforded additional due process measures under IDEA.

Appropriate plan for including teachers, parents or guardians, and students in the development and/or modification of the proposed school's policies for discipline, suspension, dismissal, and crisis removal.

Legally sound list and definition of offenses for which students may or must be suspended or dismissed.

Sound plan for the creation, implementation, and maintenance of a professional culture and clear explanation of how the professional culture will contribute to staff retention, how faculty and staff will be involved in school level decisions and in developing new initiatives, and how success will be assessed.

Well-designed plan to take into account and incorporate students with special needs into the proposed school's general population.

This answer is distinct from applicant's answer to Section II.H, which should focus on how the proposed school plans to provide services to students with special needs.

If a high proportion of economically disadvantaged students is a part of the anticipated student population, a clear description of how the proposed school will address the anticipated academic challenges posed by the lack of socioeconomic diversity and the concentration of poverty among its students.

The description of the typical school day for a student and teacher is not separately rated by the evaluators. However, the description should align with the proposed school's vision and plan for school culture.

**1. Describe the shared beliefs, attitudes, traditions, and behaviors of the proposed school, students, teachers, parents or guardians, and administrators and how these shared beliefs, attitudes, customs, and behaviors create a school culture that will promote high expectations and a positive academic and social environment that fosters students' intellectual, social, and emotional development for all students.**

Acorn school community goal is to take into account the individual students strength and needs and unite them with State Standards to provide the best learning experience for each individual student. Teachers take into account student development (social, emotional and physical) and uses this to enrich and encourage educational development of the whole child. The school will collaborate with families, other professionals and community members to provide students with high quality education and establish confidence and wellness of

the students and school community through positive learning experiences.

2. Explain how the proposed school will create, implement, and maintain this culture for students, teachers, parents or guardians, and administrators and describe the roles of students, teachers, parents or guardians, and administrators in creating, implementing, and maintaining this culture and how these roles are aligned.

The Administration works with others to create learning environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning and self motivation for all through defined expectations, predictable structure and positive climate.

3. Describe the plan for enculturating students who enter the proposed school mid-year or in later grades.

Teachers make contents accessible for all students. Teachers utilize appropriate principles such as academic language, central concepts, tools of inquiry and structures of each subject she/he teaches and encourages students to use these principles. Each student is benchmarked upon entry. The mid year student is placed in an equal level small group. The quantity of work may be reduced to promote completion and added as the student begins to master the environment. Students work collaboratively guiding the mid year entry to success through small group and peer support during the period of normalization.

4. Describe how the proposed school culture is conducive to a safe learning environment for all students. Describe how the proposed school will identify, assess, and monitor the social, emotional, behavioral, and physical health needs of all students on an ongoing basis.

Through applied Vigilancee, Integrity and Professionalism (V.I.P.) plan Staff will constantly Vigilance- visually surveying the physical environment, Scan for student interaction ( whispering, cliques, rough/rude games posturing). Integrity-Support What needs to be in place to make each day a successful experience, predictable timelines , consistency, expectations, accountability and role model respect. Professionalism- Model recognition of safe and professional setting, respect others coutlures, religions and values. Solution focused resolution. Wellness and Charter Education

5. Describe how the school culture and staff will intentionally expose students to post-secondary educational and career opportunities at all grade levels. Identify the curricular or extracurricular programs that will provide students with access to college or career preparation and how these programs will reinforce a culture of high expectations. Cite any structured programs or supports, tracking systems, and individuals responsible for helping promote and monitor college and career readiness among students.

Acorn philosophy is the evolution of life long learners. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues. Students are engaged in community service, career awareness, athletics and higher education activities. Staff , colleagues , community members, higher education professors and professionals bring their real life world first hand experience. Teacher throughout the curriculum encourage acknowledge career and goal setting as the development of the whole child.

## 6. Student Discipline.

- a. Describe the proposed school's philosophy on student behavior.
- b. Describe the proposed school's code of conduct, including policies for discipline, suspension, dismissal, and crisis removal. Describe the procedural due process for all students, including students afforded additional due process measures under IDEA. Describe how teachers, students, and parents or guardians will be included in the development and/or modification of these policies.
- c. Include a list and definitions of the offenses for which students in the school must (where non-discretionary) or may (where discretionary) be suspended or dismissed.

Providing the low teacher to student ratio, staff will be vigilant and proactive addressing the school climate. The student teacher handbook describes the agreement between school, student and parent for behavior and consequences. The Special Education teacher is involved with all referrals and determinations for students with an IEP. Behavior is managed through goal setting

and redirection. Students choose a goal they would like to achieve and through positive behavior, good attendance and completed assignments they earn the goal. In the classroom predictable structure self manages a majority of the daily events. The first four weeks of school and throughout the year the expected wellness behavior is taught and modeled throughout the campus. A referral form is given and a student maybe considered for suspension for - fighting, physical aggression, harassment, bullying, verbal abuse, overt defiance, inappropriate display of affection, contraband, vandalism. A Behavior Contract is placed in to affect for ongoing behavior referrals. When reviewing behavior an incident log is created. Others who are involved are noted, peers, teachers, staff, substitute, visitor, or volunteers.

Students with extreme acts of violence with or without a weapon or drugs on campus will be expelled.

**7. Describe the professional culture of the proposed school, and describe how this culture will be created, implemented, and maintained. Discuss how the professional culture will contribute to staff retention, how faculty and staff will be involved in school level decisions and in developing new initiatives, and how success will be assessed. Professional development and evaluation will be covered in Section VI.D of the Final Application and should not be discussed here.**

Acorn's culture will be developed through an emphasis on positive actions, community, and safety. Acorn students should feel accepted and happy while at Acorn. We will develop this using a top down approach where teachers feel welcome and accepted and are taught to ensure that all students feel the same. Students will be able to approach the administration at any time for questions. Administration will be involved in all aspects of the school and students will know them by name. Teachers will focus on positive reinforcement and character education through example and explicit teaching. Acorn's professional culture will mirror that of our school culture, with teachers feeling safe and respected with open communication and collaboration with administration. Teachers will have a say in school level decisions and are encouraged to bring ideas to the administration. New initiatives will be assessed using questionnaires and parent feedback. Teachers will be encouraged and required to attend professional development opportunities. Acorn will offer many of these in house.

**8. Explain how the proposed school's culture will take account of and incorporate students with special needs, including students receiving special education services, English Language Learners ("ELL"), and any students at risk of academic failure, into the proposed school's general population. This answer should focus on school culture; a more detailed explanation of the proposed school's plans to service students with special needs will be covered in Section III.F.**

Services will be implemented to all students with special needs, ELL and all students especially the bottom twenty five percent of the at risk academic population who require intensified focus and preparation for their success. Through specialized individual or small group services the school will strengthen the involvement, education and future continuation in higher education. The school recognizes all IDEA requirements are important. The school places the highest priority on compliance with those IDEA requirements that have the strongest relationship with improved services and results for students.

**9. If the proposed school is expected to serve a high proportion of economically disadvantaged students, describe how the proposed school will address the anticipated academic challenges posed by the lack of socioeconomic diversity and the concentration of poverty among its students.**

Acorn expects that many of its students will come from low socioeconomic backgrounds due to the data collected from nearby schools. Students of all SES can succeed in education. We plan to educate the whole student which begins with nutrition. Acorn will offer free breakfast to all students to ensure that they are ready and focused on academics. Acorn may provide transportation or arrange carpools if needed in order to ensure students attend school. Acorn will encourage all students to succeed and help those who need with all the resources that we have available to us. Acorn is passionate about working with disadvantaged students and helping give them the opportunity to succeed.

**10. In Attachment K (1 page limit), describe a typical school day from the perspective of a student in a grade that will be served in the proposed school's first year of operation.**

Note: Uploaded files should be .pdf files only unless otherwise instructed.

11. In Attachment L (1 page limit), describe a typical school day from the perspective of a teacher in a grade that will be served in the proposed school's first year of operation.

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/1919103-QE9pQLqvXa/Attachment L.doc

## E. Supplemental Programs

### E. Supplemental Programs

This section should describe any supplemental programs that are integral to the proposed school's academic plan. These supplemental programs can be a part of the proposed school's growth plan if they will not be implemented immediately.

Evaluation Criteria. A strong response will have the following characteristics:

Sound plan, design, schedule, and funding for summer school that will meet anticipated student needs, if applicable.

Well-designed plans and identified funding for extracurricular and co-curricular activities, programs, and services that will meet anticipated student needs and provide enrichment experiences that are in alignment with the Academic Plan.

1. If applicable, briefly describe any summer school programs the proposed school will offer; how the programs are integral to the proposed school's academic plan; the schedule and length of the program; how the program will meet anticipated student needs; and how the programs will be funded. If the programs will not be implemented in the first year of operation, describe the timeline for implementation.

Note: If this question does not apply, simply respond "Not Applicable," and state the reason this question is not applicable to the proposed school or plan.

not applicable in the start up year. Eventually Acorn plans to develop a summer school program for learners who need extra support

2. If applicable, describe any extracurricular or co-curricular activities or programs the proposed school will offer; how they are integral to the proposed school's academic plan; how often they will occur; how they will meet anticipated student needs; and how they will be funded. If the activities or programs will not be implemented in the first year of operation, describe the timeline for implementation.

Note: If this question does not apply, simply respond "Not Applicable," and state the reason this question is not applicable to the proposed school or plan.

Extra curricular activities include sports (flag football, volleyball, soccer, and basketball). These will occur every quarter in the order presented above. We at Acorn believe that physical fitness and teamwork are integral for addressing the whole child's needs. Students will be encouraged to get involved in the sports program, which will start out small and developmental, and increase into a more competitive team as the attendance increases. This will be funded by donations, grants and remaining title 3 funds for drop out prevention. Students learn through all of the senses. Sports helps to develop coordination and students learn fitness and health in addition to sportsmanship. Acorn understands the importance of collaboration and sports require much collaboration to be successful.

## F. Special Populations and At-Risk Students

### F. Special Populations and At-Risk Students

NOTE: The proposed school will be linked to the District/Complex Area Special Education Office (“DES”) in the proposed school’s geographic area. Special education services will be coordinated out of the district office, as they are for all public schools. The charter school must ensure that each of its students with an individualized education program (“IEP”) receives all special education supports identified in the student’s IEP. The range of services may include related services, such as occupational and physical therapy, orientation and mobility training, adapted physical education, or assistive technology. Special education eligibility or the existence of an IEP is not a factor that a charter school can take into account when considering students for enrollment.

All charter schools must ensure that a Free and Appropriate Public Education (“FAPE”) can be provided for all enrolled students with disabilities. Once formed, the proposed school will consult with its DES to explore options for meeting the requirements of the offer of FAPE. The DES will review all of the current IEPs of special education students enrolled in the school and may offer staff, funding, or both to the school based upon the same per-pupil weighted formula used to allocate resources for special education students in DOE-operated schools. Applicants are expected to be familiar with and comply with all special education laws and requirements.

Evaluation Criteria. A strong response will have the following characteristics:

Demonstrated understanding of, and capacity to fulfill, state and federal obligations and requirements pertaining to students with special needs, including students with an IEP or Section 504 plan, ELL students, students performing below grade level, students identified as intellectually gifted, homeless students, and students at risk of academic failure or dropping out.

For each of the aforementioned groups (and any other groups the applicant identifies), a comprehensive and compelling plan or explanation for:

How the evidence from which the projection of anticipated special needs populations was derived.

Curriculum, daily schedule, staffing plans, instructional strategies, and resources that will be designed to meet the diverse needs of all students.

Methods for appropriate identification and avoidance of misidentification and how these methods will be funded.

Specific instructional programs, practices, and strategies the proposed school will employ to do things like provide a continuum of services; ensure students’ equitable access to general education curriculum; ensure academic success; and opportunities the proposed school will employ or provide to enhance students’ abilities.

Monitoring, assessing, and evaluating the progress and success of students.

For proposed schools with a high school division, a plan to promote graduation.

Plans to have qualified staff adequate for the anticipated special needs population.

If the proposed school’s plan contains a virtual or blending learning program, a clear description of how the virtual component addresses students with special needs.

Clear illustration of how the proposed curriculum and academic plan will accommodate the academic needs of students performing below grade level and a clear description of the supports and instructional strategies that will support students in meeting and exceeding standards.

Clear description of how proposed school will identify students that would benefit from accelerated learning opportunities, illustration of how the proposed curriculum will accommodate those performing above grade level, and a comprehensive description of the supports that will ensure the students are challenged and able to access the level of rigor that aligns with the students’ individualized needs.

1. Outline the overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans; ELL students; students performing below grade level; students identified as intellectually gifted; homeless students; and students at risk of academic failure or dropping out. For each of these types of students, describe the following:

a. The percentage of the anticipated student population that will likely have special needs and the evidence or data that was used to make this determination;

b. How the curriculum, daily schedule, staffing plans, instructional strategies, and resources will be designed to meet the diverse needs of all students;

c. Methods for identifying potential students with special needs, how these methods will be funded, and how misidentification will be

avoided;

- d. Specific instructional programs, practices, and strategies the proposed school will employ to do things like provide a continuum of services; ensure students' equitable access to general education curriculum; ensure academic success; and opportunities the proposed school will employ or provide to enhance students' abilities;
- e. Plans for monitoring, assessing, and evaluating the progress and success of students with special needs. For students with special education needs, the plan should ensure the attainment of each student's IEP goals. For ELL students, plans should include how to exit students from ELL services;
- f. For proposed schools that have a high school division, plans for promoting graduation;
- g. Plans to have qualified staff adequate for the anticipated special needs population, especially during the beginning of the first year; and
- h. If the proposed school's plan contains a virtual or blended learning program, include a description of how this program addresses students with special needs. This may include IEP meetings and modifications, as necessary, for transitioning to a fully or partially online learning program.

Acorn anticipates that approximately 10% of its population will need special education services. This figure comes from IDEA's funding understanding when working with schools. 10% is a typical percentage of special education students including students receiving 504, and IEP accommodations. The daily schedule is developed to meet the needs of learners at all levels with the use of leveled collaborative learning groups. Students who excel will be in more fast paced enriched learning, while those who are struggling will be able to move to the level where the pace is helpful for them. They are also able to be in different levels for different content. All classes will also have at least one highly qualified paraprofessional helping students learn. These paraprofessionals will help students who need additional assistance. Student's with individual Education Plans that need further assistance will receive additional instruction with a highly qualified special education teacher. These services will be both push in and pull out and will be given in the learning center. Students who are in need of strategic and intensive interventions will be given support with a reading interventionist teacher or paraprofessional who is overseen by a highly qualified teacher in addition to regular curriculum. Students will be identified as in possible need of special education services through benchmark and assessments along with child study groups and psycho educational evaluations. These will be funded using IDEA and Title I funds, as well as per pupil allocations and grants through the state. Misidentification will be avoided with the use of a multifaceted child study team, and the need for diagnosis from a primary doctor before students are put on an IEP. Students will receive equitable access to general education through leveled groups, push in intervention services, and specialized plans developed to ensure that all students are able to have access to the curriculum. Acorn will enhance student abilities by meeting them where they are at academically and planning small improvement goals throughout their time receiving special education. We believe that all students can grow academically and that is no different for special education students. With this mentality throughout all of Acorn's staff, we will not give up on any student's education. Students receiving special education services will be monitored weekly based on their specific goals, and their progress will be tracked to identify whether intervention strategies are working or need to be adjusted. ELL students will be progress monitored using AZELLA testing and appropriate services will be given based on their proficiency level. Students can exit for special education and AZELLA services when all goals have been met and AZELLA testing suggests that student is now proficient. Acorn plans to have initially one highly qualified special education teacher who works to give intervention and works with general education teacher to ensure that accommodations for each student are being met. As the attendance increases, Acorn may employ an additional special education teacher to handle the older grades. Acorn plans to hire a special education teacher for the first year of opening so that all services can be given to all students in need.

2. Identify any other special needs populations and at-risk groups that the proposed school expects to serve, whether through data related to a specifically targeted school or geographic area or more generalized analysis of the population to be served. For each of these other identified groups, describe the elements listed above in Section III.F.1.a–h. Describe the evidence or data that was used to determine that the proposed school should anticipate serving the population.

Note: If this question does not apply, simply respond "Not Applicable," and state the reason this question is not applicable to the proposed school or plan.

Not applicable- at this time no other populations have been identified

3. Illustrate how the proposed curriculum and academic plan will accommodate the academic needs of students performing below grade level. Describe supports in place, as well as instructional strategies beyond special education that will support underperforming students in meeting and exceeding standards over time.

Acorn's curriculum is designed to work well with all level of learners. Students in all classes will be in leveled living groups here students can have access to material at the pace in which they can be academically successful and still challenged. Students who are falling below grade level will have access to curriculum at a slower pace, where students are able to fully understand the concepts before moving on. In addition, students who struggle in reading will work with a reading interventionist on specific skills and literacy gaps in order to improve reading and comprehension. Special education services will be given in addition to the above in classroom supports. The special education teacher will both go into the classrooms for push in services, and pull the students (during non-core content) for specialized instruction in our learning center. All teachers will encourage the success of all students including those in special education services. Paraprofessionals will be available in the classroom to help students who fall below grade level as well.

**4. Describe how the proposed school will identify students who would benefit from accelerated learning opportunities through its assessment of students' needs. Illustrate how the proposed curriculum will accommodate those performing above grade level. Describe supports as instructional strategies to ensure that these students are challenged and able to access the level of rigor that aligns with students' individualized needs.**

Students who are excelling the state standards, and benchmark assessments, as well as doing well in their class will be identified from an accelerated learning program. In class, these students will have access to faster paced and more rigorous small groups that incorporate above grade level work. Acorn will also have a gifted and talented program that gives further instruction to excelling students

## G. Academic Plan Capacity

### G. Academic Plan Capacity

Evaluation Criteria. A strong response will have the following characteristics:

Evidence that the key members of the proposed school's academic team have the collective qualifications (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a charter school) to implement the school's Academic Plan successfully, including capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent or guardian and community engagement. Clear ties to and/or knowledge of the community in the area where the facility is or will be located and/or areas where the anticipated student population will come from.

Evidence that any organizations, agencies, or consultants that are essential to successful planning, establishing, and implementation of the plan are committed to an ongoing role with the proposed school, if applicable.

If the school director is identified: Evidence of the school director's experience in and ability to design, launch, and lead a charter school that will effectively serve the anticipated student population, as well as evidence that the proposed leader is well qualified to implement the Academic Plan being proposed. A thorough recruiting and selection process where candidates were screened using rigorous criteria and selected based on experience and ability to design, launch, and lead a charter school.

If the school director is not yet identified: An appropriate job description or qualifications and criteria that is designed to recruit a school director with the experience in and ability to design, launch, and lead a charter school that will effectively serve the anticipated student population and implement the Academic Plan. A clear and appropriate timeline that aligns with the proposed school's start up plan and a comprehensive plan for a thorough recruiting and selection process where candidates will be screened using rigorous criteria.

Appropriate responsibilities and qualifications for the school's leadership or management team beyond the school director.

If there are any members of the proposed school's leadership team or management team beyond the school director who are identified: Evidence that the individuals demonstrate the qualifications, capacities, and commitment to carry out their designated roles to ensure the success of the proposed school.

If there are any members of the proposed school's leadership team or management team beyond the school director who are not yet identified: Sound job description or qualification, timeline, criteria, and process for recruiting and hiring the leadership team.

1. Identify the key members of the applicant's team that will play a substantial role in the successful implementation of the Academic Plan. These may include current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's development and operation.
2. Describe the academic team's individual and collective qualifications for implementing the proposed school's Academic Plan successfully, including capacity in areas such as:
  - a. School leadership, administration, and governance;
  - b. Curriculum, instruction, and assessment;
  - c. Performance management; and
  - d. Parent and community engagement.

• Cynthia Johnson – Proposed Director- Founder and Principal of Acorn Montessori Charter Schools- Excelling schools built in low-income areas, 19 years of teaching- experience, 12 years experience as a Principal, and proficient grant writer, program and curriculum developer with leadership qualities evident. Developed a unique curriculum that is a modern blend of current McGraw Hill Literature, Saxon Mathematics, Common Core Science, Writing Standards and Montessori Philosophy all aligned with the United States Educational Standards. Able to bring low performing student populations up to surpass standards at multiple sites. Mrs. Johnson has successfully founded, managed and is the active Principal/Director at two high performing Charter Schools. She has the experience and knowledge necessary to develop programs that combine state standards with kinesthetic teaching in a small group direct instruction setting. Mrs. Johnson is Montessori trained and passionate about bringing the Montessori philosophy blended with traditional Common Core Standards to communities in need of high quality alternatives to public education. Mrs. Johnson has developed and implemented programs such as a physical fitness program, a nutrition program, the Fresh Fruit and Vegetable Nutrition

grant program, a competitive sports program, and the implementation of Common Core Standards 2012, Brain Gym and Panoramic programs in Geography, Zoology and Botany. Acorn Montessori was awarded the “Best of Prescott Valley Schools” award for four consecutive years (2008-2011) while being managed by Mrs. Johnson. Acorn has grown from 47 students upon its foundation in 2000 to 485 students in 2014. Mrs. Johnson is a dedicated Teacher, Principal/Director, and School Founder.

- Amber Herres-proposed assistant director/Behavioral support/counselor– Psy.D in School Psychology (in progress (graduation date August 2016) M.A. in Counseling Psychology with emphasis on Child Development at Pacific University, B.A. in Psychology with emphasis on Child Development at University of Hawaii at Manoa, Vice Principal, wellness teacher with experience in grant writing, providing therapy/counseling services to children and families in low income community mental health settings, empirical research in child psychology, Acorn Montessori School Board member, teacher’s assistant , summer school teacher and program/curriculum developer

Paul Montz- proposed teacher- currently in classes to receive his M.ed in education. Graduated with his bachelors from the University of Hawaii at Manoa, and currently teaching fourth grade. Mr. Montz has the passion to be an excellent contribution to Acorn, has experience with curriculum development and implementation and parent and community engagement

Ashley Sanderson- Currently working toward her M.ed in special education and is currently working as a special education teacher and coordinator. Mrs. Sanderson is a dedicated and experienced special education teacher who ensures that all students are given equitable access to education and special education services are being met, Mrs. Sanderson's students grow tremendously and she is an asset in the development of a special education curriculum

Annette House- RTI specialist. Mrs. House has experience with response to intervention services for targeted assistance students. Mrs. House is also quad-lingual and works with ELL students to ensure academic success

### 3. Describe the academic team’s ties to and/or knowledge of the community in the geographic area where the facility is or will be and/or areas where the anticipated student population will come from.

Mr. Montz, and Mrs. Herres both lived in Hawaii and graduated from the University of Hawaii at Manoa. Mrs. Johnson is a resident of the Captain Cook area since 2011. Mrs. Johnson has conducted extensive research into the need of a school in this area and is excited to bring Acorn to the families of South Kona Hawaii.

### 4. Identify any organizations, agencies, or consultants that are essential partners in planning and establishing the proposed school, along with a brief description of their current and planned roles and any resources they have contributed or plan to contribute to the proposed school’s development. Include, as Attachment M (no page limit), existing evidence of support from such entities and whether such entities are committed to an ongoing role with the proposed school, if applicable. Evidence would be letters of intent or commitment, memoranda of understanding, and/or contracts.

Acorn Montessori Charter School's sister school in Arizona will provide as the main consulting agency as Acorn Kona opens. Highly qualified teachers and professionals will train Acorn Kona's staff on how to implement their curriculum successfully. Acorn is currently working on establishing relationships with many local businesses for cultural and financial contributions.

### Attachment M (no page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

(No response)

### 5. Identify any organizations, agencies, or consultants that are essential to the successful implementation of the Academic Plan, along with a brief description of their current and planned roles. Include, as Attachment N (no page limit), existing evidence of support from such entities and whether such entities are committed to an ongoing role with the proposed school, if applicable. Evidence would be letters of intent or commitment, memoranda of understanding, and/or contracts.

The collaboration Acorn's sister school in Arizona is the only critical partnership necessary for Acorn Kona's success. The more support we accrue from local businesses and shareholders (letters have been sent, and we are in the process of developing relationships) the more successful Acorn Kona will be.

## Attachment N (no page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

(No response)

### 6. School Director.

Is the proposed school director known at this point ?

Yes

a. If known, identify the school director. Provide, as Attachment O (no page limit), the resume for this individual. Summarize the school director's academic and organizational leadership record, and briefly discuss how this individual's experience qualifies him or her to lead the proposed school in achieving its mission. Describe evidence of the school director's ability to effectively serve the anticipated population and implement the Academic Plan. Describe the recruiting and selection process used in selecting the school director and provide the criteria used.

Cynthia Johnson – Proposed Director- Founder and Principal of Acorn Montessori Charter Schools- Excelling schools built in low-income areas, 19 years of teaching experience, 12 years experience as a Principal, and proficient grant writer, program and curriculum developer with leadership qualities evident. Developed a unique curriculum that is a modern blend of current McGraw Hill Literature, Saxon Mathematics, Common Core Science, Writing Standards and Montessori Philosophy all aligned with the United States Educational Standards. Able to bring low performing student populations up to surpass standards at multiple sites. Mrs. Johnson has successfully founded, managed and is the active Principal/Director at two high performing Charter Schools. She has the experience and knowledge necessary to develop programs that combine state standards with kinesthetic teaching in a small group direct instruction setting. Mrs. Johnson is Montessori trained and passionate about bringing the Montessori philosophy blended with traditional Common Core Standards to communities in need of high quality alternatives to public education. Mrs. Johnson has developed and implemented programs such as a physical fitness program, a nutrition program, the Fresh Fruit and Vegetable Nutrition grant program, a competitive sports program, and the implementation of Common Core Standards 2012, Brain Gym and Panoramic programs in Geography, Zoology and Botany. Acorn Montessori was awarded the “Best of Prescott Valley Schools” award for four consecutive years (2008-2011) while being managed by Mrs. Johnson. Acorn has grown from 47 students upon its foundation in 2000 to 485 students in 2014. Mrs. Johnson is a dedicated Teacher, Principal/Director, and School Founder.

## Attachment O (no page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/1919103-zTDSxqwDLJ/Cynthia Johnson.doc

7. Management Team. Describe the positions that will make up the proposed school's management team beyond the school director, if any.

Are the individuals who will fill these positions known at this point ?

Yes

a. If known, identify the individuals who will fill these positions and provide, as Attachment Q (no page limit), the resumes for these individuals.

Amber Herres-proposed assistant director/Behavioral support/counselor– Psy.D in School Psychology (in progress (graduation date August 2016) M.A. in Counseling Psychology with emphasis on Child Development at Pacific University, B.A. in Psychology with emphasis on Child Development at University of Hawaii at Manoa, Vice Principal, wellness teacher with experience in grant writing,

providing therapy/counseling services to children and families in low income community mental health settings, empirical research in child psychology, Acorn Montessori School Board member, teacher's assistant , summer school teacher and program/curriculum developer

## Attachment Q (no page limit)

Note: Uploaded files should be .pdf files only unless otherwise instructed.

assets/survey-uploads/34569/1919103-kN7M94N9ZZ/Amber Herres.doc

## H. Conversion Charter School Additional Academic Information

### H. Conversion Charter School Additional Academic Information

Is the applicant proposing to convert an existing DOE school into a charter school?

No

# Enrollment Plan

Grade Level	Number of Students											
	Year 1		Year 2		Year 3		Year 4		Year 5		Capacity	
	2016		2017		2018		2019		2020		2022	
Brick & Mortar/ Blended vs. Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual
K	12		14		18		18		20		20	
1	11		14		18		18		20		20	
2	11		14		18		18		20		20	
3	11		14		15		18		20		20	
4	11		14		15		18		20		20	
5	11		14		15		18		20		20	
6	11		14		15		18		20		20	
7	11		13		15		18		20		20	
8	11		13		15		18		20		20	
9			12		15		18		20		20	
10					12		15		20		20	
11							12		15		20	
12									15		20	
<b>Subtotals</b>	100		122		171		189		230		240	
<b>Totals</b>	100		122		171		189		230		240	

Attachment C

Acorn Montessori Charter School Kona will pull from the following DOE complex areas:

**Kealakehe complex**

**The following are the current schools in the complex:**

- Holualoa El
- Kahakai El
- Kealakehe El
- Kealakehe High
- Kealakehe Int
- Waikoloa El & Middle
- Innovations PCS \*
- Kanu o ka Aina NCPCS \*
- West Hawaii Explorations PCS \*

**Konawaena complex**

**The following are the current schools in the complex:**

- Honaunau El
- Hookena El
- Ke Kula o Ehunuikaimalino
- Konawaena El
- Konawaena High
- Konawaena Middle
- Kona Pacific PCS \*

**Kau complex**

**The following are the current schools in the complex:**

- Kau High & Pahala El
- Naalehu El
- Volcano Sch Art/Sci PCS \*

Assessments	Description	Grade Levels Given	Dates Given	Purpose of Assessment
Aimsweb: Early Literacy	One minute tests on knowledge of letter names, letter sounds, phonological awareness(i.e. What are the sounds in cat?), and nonsense word fluency	K-1	All students (Tier 1): 8/18/14-9/5/14;1/12/15-1/30/15;4/27/15-5/15/15 Tier 2 students: Universal plus monthly testing Tier 3 students: Universal plus weekly testing	To determine reading readiness, letter-sound correspondence, phonemic awareness, and knowledge of cvc pattern words
Aimsweb: Early Numeracy	One minute tests on knowledge of counting, number identification, quantity discrimination, and missing number	K-1	All students (Tier 1): 8/18/14-9/5/14;1/12/15-1/30/15;4/27/15-5/15/15 Tier 2 students: Universal plus monthly testing Tier 3 students: Universal plus weekly testing	To determine students' ability to count to 100, identify numbers through 20, and solve missing numbers and their value in a number sequence
Aimsweb: Oral Reading	One minute test on ability to read grade level passage	1-8	All students (Tier 1): 8/18/14-9/5/14;1/12/15-1/30/15;4/27/15-5/15/15 Tier 2 students: Universal plus monthly testing Tier 3 students: Universal plus weekly testing	To determine students' ability to read fluently at grade level
Aimsweb: Reading Comprehension	Three minute test where students choose the correct word to put into a sentence in a whole reading passage.	3-8	All students (Tier 1): 8/18/14-9/5/14;1/12/15-1/30/15;4/27/15-5/15/15 Tier 2 students: Universal plus monthly testing Tier 3 students: Universal plus weekly testing	To determine students' ability to understand vocabulary and word meaning while reading at grade level.
Aimsweb: Math Computation	Eight minute test where students solve grade level	1-8	All students (Tier 1): 8/18/14-9/5/14;1/12/15-	To determine students' ability to solve basic

	math computation facts		1/30/15;4/27/15-5/15/15 Tier 2 students: Universal plus monthly testing Tier 3 students: Universal plus weekly testing	math facts for their grade level
Aimswab: Writing	Three minute test where students respond to a standardized prompt	1-8	All students (Tier 1): 8/18/14-9/5/14;1/12/15-1/30/15;4/27/15-5/15/15 Tier 2 students: Universal plus monthly testing Tier 3 students: Universal plus weekly testing	To determine students' ability to write appropriately at grade level using correct punctuation, conventions and writing traits.
Saxon/Go Math Quarterly Assessments	Comprehensive assessments that assess lessons and concepts taught throughout the quarter in Mathematics	K-8	All students: Formally – 9/29/14-10/4/14; 11/24/14-11/25/14; 3/2/15-3/6/15; 5/11/15-5/15/15 Informally - Weekly	To determine how students are comprehending lessons taught and [progressing toward the mastery of state standards at their grade level
Traesures/Collections Quarterly Assessments	Comprehensive assessments that assess lessons and concepts taught throughout the quarter in Language Arts	K-8	All students: Formally – 9/29/14-10/4/14; 11/24/14-11/25/14; 3/2/15-3/6/15; 5/11/15-5/15/15 Informally - Weekly	To determine how students are comprehending lessons taught and [progressing toward the mastery of state standards at their grade level

Each assessment given directly correlates and aligns with the AZ College and Career Readiness Standards for each grade level.

Assessments	Description	Grade Levels Given	Dates Given	Purpose of Assessment
Aimsweb: Early Literacy	One minute tests on knowledge of letter names, letter sounds, phonological awareness(i.e. What are the sounds in cat?), and nonsense word fluency	K-1	All students (Tier 1): 8/18/14-9/5/14;1/12/15-1/30/15;4/27/15-5/15/15 Tier 2 students: Universal plus monthly testing Tier 3 students: Universal plus weekly testing	To determine reading readiness, letter-sound correspondence, phonemic awareness, and knowledge of cvc pattern words
Aimsweb: Early Numeracy	One minute tests on knowledge of counting, number identification, quantity discrimination, and missing number	K-1	All students (Tier 1): 8/18/14-9/5/14;1/12/15-1/30/15;4/27/15-5/15/15 Tier 2 students: Universal plus monthly testing Tier 3 students: Universal plus weekly testing	To determine students' ability to count to 100, identify numbers through 20, and solve missing numbers and their value in a number sequence
Aimsweb: Oral Reading	One minute test on ability to read grade level passage	1-8	All students (Tier 1): 8/18/14-9/5/14;1/12/15-1/30/15;4/27/15-5/15/15 Tier 2 students: Universal plus monthly testing Tier 3 students: Universal plus weekly testing	To determine students' ability to read fluently at grade level
Aimsweb: Reading Comprehension	Three minute test where students choose the correct word to put into a sentence in a whole reading passage.	3-8	All students (Tier 1): 8/18/14-9/5/14;1/12/15-1/30/15;4/27/15-5/15/15 Tier 2 students: Universal plus monthly testing Tier 3 students: Universal plus weekly testing	To determine students' ability to understand vocabulary and word meaning while reading at grade level.
Aimsweb: Math Computation	Eight minute test where students solve grade level	1-8	All students (Tier 1): 8/18/14-9/5/14;1/12/15-	To determine students' ability to solve basic

	math computation facts		1/30/15;4/27/15-5/15/15 Tier 2 students: Universal plus monthly testing Tier 3 students: Universal plus weekly testing	math facts for their grade level
Aimswab: Writing	Three minute test where students respond to a standardized prompt	1-8	All students (Tier 1): 8/18/14-9/5/14;1/12/15-1/30/15;4/27/15-5/15/15 Tier 2 students: Universal plus monthly testing Tier 3 students: Universal plus weekly testing	To determine students' ability to write appropriately at grade level using correct punctuation, conventions and writing traits.
Saxon/Go Math Quarterly Assessments	Comprehensive assessments that assess lessons and concepts taught throughout the quarter in Mathematics	K-8	All students: Formally – 9/29/14-10/4/14; 11/24/14-11/25/14; 3/2/15-3/6/15; 5/11/15-5/15/15 Informally - Weekly	To determine how students are comprehending lessons taught and [progressing toward the mastery of state standards at their grade level
Traesures/Collections Quarterly Assessments	Comprehensive assessments that assess lessons and concepts taught throughout the quarter in Language Arts	K-8	All students: Formally – 9/29/14-10/4/14; 11/24/14-11/25/14; 3/2/15-3/6/15; 5/11/15-5/15/15 Informally - Weekly	To determine how students are comprehending lessons taught and [progressing toward the mastery of state standards at their grade level

Each assessment given directly correlates and aligns with the AZ College and Career Readiness Standards for each grade level.

# Ms. Reed's 2014-2015 Grade 5 Projected Long Range Plans

\*Lesson Pacing May Vary, Based On Student Ability

## August

	Standard Correlations	Skills	Curriculum Presented
Language Arts, Including Reading, Spelling, Grammar And Writing	5.RF.3, 5.RF.4, 5.RL.4	Vocabulary Strategies Homophones Character/Setting Comprehension Check Summarize Idiom, Adage Problem & Solution Inferences Main Idea & Details Descriptive Writing Focus On The Moment Test Practice	Treasures, Unit 1 <u>Taking A Stand</u> 1. Fighting Back "Going Somewhere Special" "Lunch Counter Encounter" 2. Stand Up For What's Right "A Real Survivor" "Shiloh" 3. Remembering The Past "Toward Freedom" "Maya Lin" "A Salute To Servicewomen" 4. Helping A Friend "Johanna In Jamaica" "The Night Of San Juan"
	5.RF.3	Short Vowels, long vowels, /u/, r-controlled vowels	Spelling Pages 1- 24
	5.L.2, 5.L.3, 5.L.6, AZ.5.L.1 5.W.3, 5.W.4, 5.W.5, 5.W.6, 5.W.9, 5.W.10,	Grammar/Mechanics: Subject & Predicate, Sentence combining, complex sentences  Writing To A Prompt: Narrative Writing  Writing Trait: Ideas	Grammar pages 1-20 <u>Mastering the Mechanics</u> p. 78, 54, p. 126  <u>Writing</u> Narrative Writing: Lessons 13-14, 15-16, 17-18 guided/independent exercises  <u>Using Picture Books to Teach the Traits</u> Chapter 1(Ideas) p. 13-27  Paragraph of the Week: 2 prompts (narrative)
Science & Social Studies Curriculum	S6.C2.PO1-PO4 Lunar Phases, Cycles Rotation And Spin S6.C3.Po1-Po6 Characteristics Of The Planets Apparent Motion Of The Sun & Stars  S1.C3.Po1-Po3 Exploration And Colonization 1500s-1700s	Segregation Timelines  Biography Photos & Captions  Lunar Phases Lunar Tides Reading A Diagram	<u>Treasures</u> "Through My Eyes" "Love At First Sight" "Phases Of The Moon"  Science Text <u>Science</u> By Harcourt Chapter 5: Earth, Moon And Beyond  Social Studies Text : <u>United States: Adventures In Time And Place</u> Chapter 4: Native Americans Of North America Chapter 5: Life In The Eastern Hemisphere
Math	<u>Mathematical Practices</u> 5.MP.1, 5.MP.2 5.MP.5, 5.MP.6 5.MP.8  5.OA.1, 5.OA.2, 5.OA.3,	Sequences Of Numbers Even/Odd Money And Place Value Ordering And Comparing Whole Numbers Write And Interpret Numerical Expressions Order Of Operations Rules And Number Patterns Decimal Place Value	Saxon Lessons 1-5, 7-11,, 13, 14, 17, 18, 21-25  Common Core Performance Coach Lesson 1: Writing Numerical Expressions Lesson 2: Evaluating Numerical Expressions Lesson 3: Relating Numerical Expressions Domain 1 Review & Performance Task Domain 1 Review, Performance Task

# Ms. Reed's 2014-2015 Grade 5 Projected Long Range Plans

\*Lesson Pacing May Vary, Based On Student Ability

## September

	Standard Correlations	Skills	Curriculum Presented	
Language Arts, Including Reading, Spelling, Grammar And Writing	5.RF.3, 5.RF.4, 5.RL.4	Vocabulary Strategies Word Families Draw Conclusions, Author's Purpose Poetry, Meter Alliteration, Greek/Latin Roots Sequence Author's Purpose Poetry	Test Taking Skills Comprehension Review Writing :Relevant Evidence Rhyme Scheme Rhythm Internal Rhyme Context Clues Folk Tales Hero Personification	Treasures, Unit 1 <u>Taking A Stand</u> 5. Heroes Young And Old "Letters From The Revolution" "Sleds On Boston Common" <Review Unit 1 Content> Treasures, Unit 2 <u>Investigations</u> 1. Scientists At Work "Geologists" "Hidden Worlds" 2. Slithery Snakes "Talk About It" "Poisonous Snakes" 3. Scientific Discoveries "Code Breakers" "These Robots Are Wild!" 4. Balloon Flight "The Science Of Hot Air Balloons" "Up In The Air: The Story Of Balloon Flight"
	5.RF.3	r-controlled vowels, diphthongs, plurals	Spelling Pages 25-42	
	5.L.2, 5.L.3, 5.L.6, AZ.5.L.1 5.W.2, 5.W.3, 5.W.4, 5.W.5, 5.W.6, 5.W.9, 5.W.10,	Grammar/Mechanics:, run-on sentences, Common & Proper Nouns, Singular & Plural Nouns	Write To A Prompt: Expository  Writing Trait: Ideas	Grammar pages 21 – 35 <u>Mastering the Mechanics</u> p. 46  Writing Informative & Explanatory Writing: Lesson 7 – 12 Treasures Week 3 & Week 6 Writing Assignments for each unit <u>Paragraph of the Week</u> : 2 prompts (expository) <u>Using Picture Books to Teach the Traits</u> Chapter 4 (word choice) p. 85-98
Science & Social Studies Curriculum	S4.C1.PO1-PO4 Parts And Function Of The Skeletal System Types Of Muscles Functions Of The Nervous System  S1.C3.PO4-PO8 Exploration And Colonization 1500s-1700s S1.C5.PO1-PO2)	American Revolution  Holiday Study: Labor Day Patriot Day	Human Body Layering Activity Science Text <u>Science</u> By Harcourt Chapter 1: Cells To Body Systems  Social Studies Text : <u>United States :Adventures                      In Time And Place</u> Chapter 6: Contact: East meets West Chapter 7: Early European Settlements of North America	
Math	<u>Mathematical Practices</u> 5.MP.1, 5.MP.2 5.MP.5, 5.MP.6 5.MP.8  5.NBT.1, 5.NBT.2, 5.NBT.3.A, 5.NBT.3.B, 5.NBT.4, 5.NBT.5, 5.NBT.6, 5.NBT.7  5.G.3, 5.G.4	Factors Multiples Of 10,100 Multiplying By 10, 100 Expanded Vs. Standard Notation Rounding Decimals +, -, X, ÷ Decimals Fractions and Percents Mixed Numbers Quadrilaterals Word Problems	Common Core Performance Coach Lesson 4: Comparing Values of the Digits of a Number Lesson 5: Multiplying and Dividing by Powers of 10 Lesson 6: Reading and Writing Decimals Lesson 7: Comparing Decimals Lesson 8: Rounding Decimals Lesson 9: Multiplying Whole Numbers Lesson 10: Dividing Whole Numbers Lesson 11: Adding and Subtracting Decimals Domain 2 Review, Performance Task	

Ms. Reed's 2014-2015 Grade 5 Projected Long Range Plans

\*Lesson Pacing May Vary, Based On Student Ability

# October, 2014

	Standard Correlations	Skills	Curriculum Presented
Language Arts, Including Reading, Spelling, Grammar And Writing	5.RF.3, 5.RF.4, 5.RL.4	Vocabulary Strategies Test Taking Skills Comprehension Review Greek Roots Fact & Opinion Haiku Simile Metaphor Timelines Poetry Free Verse Personification Imagery Onomatopoeia Writing: Word Choice Multiple Meaning Words Signal Words Descriptive Facts	5. Extreme Weather "The Cost Of Extreme Weather" "Hurricanes" <Review Unit 2 Content> Treasures, Unit 3 <u>Using Your Wits</u> 1. Tricksters "Anansi And Common Sense" "The Catch Of The Day" 2. Thinking It Through "A Real Princess" "The Golden Mare, The Firebird And The Magic Ring"
	5.RF.3	Inflectional endings, contractions, closed syllables	Spelling Pages 43-60
	5.L.2, 5.L.3, 5.L.6, AZ.5.L.1 5.W.3, 5.W.4, 5.W.5, 5.W.6, 5.W.9, 5.W.10	Grammar/Mechanics: Plural Nouns, Possessive Nouns, Possessive Nouns, Titles	Grammar pages 36-50 <u>Mastering the Mechanics</u> p. 50
		Writing: Express A Viewpoint Writing Trait: Ideas, voice, and Word Choice	<u>Writing</u> Informative & Explanatory Writing: Lesson 7 – 12 Treasures Week 3 & Week 6 Writing Assignments for each unit <u>Paragraph of the Week</u> : 2 prompts (narrative) – 3 paragraphs
Science & Social Studies	S1.C3.PO4-PO8 Exploration And Colonization 1500s-1700s (colonization and segregation)	Timelines Weather African Tradition (Kwanzaa)  Holiday Study: Columbus Day United Nations Day, Countries focus	"Hurricanes"  Social Studies Text : <u>United States :Adventures In Time And Place</u> Chapter 8: The English Establish the 13 colonies Chapter 9: Life in the 13 colonies
Math	<u>Mathematical Practices</u> 5.MP.1, 5.MP.2 5.MP.5, 5.MP.6 5.MP.8  5.NF.1, 5.NF.2  5.NBT.1, 5.NBT.2	Fractions Divisibility Rules Place Value through billions Multiples Multiplying by 3 digit numbers Perimeter Dividing by Multiples of 10 Decimal Place value – tenth and hundredths Naming Decimal Numbers Equivalent Decimals	Saxon Lessons 30, 37-40, 41, 43, 51-57, 61, 64, 67-70, Investigation 7  Common Core Performance Coach Lesson 14: Adding and Subtracting Fractions and Mixed Numbers (unlike) Lesson 15: Solving Problems with Addition and Subtraction of Fractions  <u>Math 4 Today</u> , Weeks 8-10  <u>PARCC Practice Test #1</u>

Ms. Reed's 2014-2015 Grade 5 Projected Long Range Plans

\*Lesson Pacing May Vary, Based On Student Ability

# November, 2014

	Standard Correlations	Skills	Curriculum Presented	
Language Arts, Including Reading, Spelling, Grammar And Writing	5.RF.3, 5.RF.4, 5.RL.4	Vocabulary Strategies Test Taking Skills Comprehension Review Author's Purpose Analogies Theme Fable Moral Metaphor Dialogue Narration	Homophones Sequence Fairy Tales Venn Diagrams Compare & Contrast Figurative Language Similes Metaphor Theme Reading A Table Folklore	3. Tales (Storytellers) "Tell It Like It Was" "Trick Tales" 4. Challenges "The Party" "Blancaflor"  Midterm ELA Exam – Scholastic Fall Exam.
	5.RF.3	Words with open syllables, vowel team syllables, consonant – le syllables	Spelling Pages 61-84	
	5.L.1, 5.L.2, 5.L.3, 5.L.4, 5.L.5, 5.L.6, AZ.5.L.1  5.W.3, 5.W.4, 5.W.5, 5.W.6, 5.W.9, 5.W.10	Grammar/Mechanics: Actions Verbs, Subject-verb Agreement, Verb tense, capitalization and punctuation in poetry, main and helping verbs, contractions, linking verbs, quotations		Grammar pages 51-70 <u>Mastering the Mechanics</u> p. 82, 84, 88, 92, 94, 56, 58, 132  <u>Language Arts 4 Today</u> , Weeks 11-14
		Writing: Expository  Writing Trait: Voice, Word Choice	Writing Opinion Writing Lessons 1-6 Treasures Week 3 & Week 6 Writing Assignments for each unit (Fictional Narrative)  <u>Using Picture Books to Teach the Traits</u> Chapter 2 (organization) p. 35-50  <u>Paragraph of the Week</u> : Week 7-8	
Science & Social Studies Curriculum	51.C4.PO1-PO4 American Revolution 1700s - 1820	Oral Tradition  Reading A Table Mixture/Solution  Holiday Study: Veteran's Day Thanksgiving	"The Tale Told Around The World"  "Kitchen Alchemy"  Social Studies Text : <u>United States Adventures In Time And Place</u> Chapter 10: The Struggle for North America Chapter 11: Breaking Ties with Great Britain	
Math	<u>Mathematical Practices</u> 5.MP.1, 5.MP.2 5.MP.5, 5.MP.6 5.MP.8  5.NF.1, 5.NF.5, 5.NF.6  5.MD.1	Fractions, Decimals and Percents Area Add & Subtract Decimal Numbers GCF Multiplying Fractions Equivalent Fractions Converting Measures	Saxon Lessons 71-80, 81, 82, 83, 85, 86  Common Core Performance Coach Lesson 16: Interpreting Fractions as Division Lesson 17: Multiplying Fractions Lesson 18: Area of Rectangles  <u>Math 4 Today</u> , Weeks 11-14	

Ms. Reed's 2014-2015 Grade 5 Projected Long Range Plans

\*Lesson Pacing May Vary, Based On Student Ability

# December, 2014

	Standard Correlations	Skills	Curriculum Presented
Language Arts, Including Reading, Spelling, Grammar And Writing	5.RF.3, 5.RF.4, 5.RL.4, 5.RL.5	Vocabulary Strategies Test Taking Skills Comprehension Review Poetry Cinquain Consonance Symbolism Author's Perspective Context Clues	Treasures, Unit 3 <u>Using Your Wits</u> 5. Talking In Codes "Rita The Storyteller" "The Unbreakable Code" <Review Unit 3 Content>  <u>PARCC Practice Test #2</u>
	5.RF.3	r-controlled vowel syllables	Spelling Pages 85-90
	5.L.2, 5.L.3, 5.L.6, AZ.5.L.1 5.W.3, 5.W.4, 5.W.5, 5.W.6, 5.W.9, 5.W.10	Grammar/Mechanics: Irregular Verbs, Verb usage	Grammar pages 71-75 <u>Mastering the Mechanics</u> p. 86  <u>Language Arts 4 Today</u> , Weeks 15-17
		Writing: Believable Characters Writing Trait: Word Choice	<u>Writing</u> Treasures Week 6 Writing Assignments for each unit (Expository)  <u>Paragraph of the Week</u> : Week 9-10
Science & Social Studies Curriculum	S1.C4.PO1-PO4 American Revolution 1700s - 1820  S1.C6.PO1-PO4 Age of Revolution	Holiday Study: Pearl Harbor Day Christmas & Winter Holidays	Social Studies Text : <u>United States :Adventures In Time And Place</u> Chapter 12: The American Revolution
Math	<u>Mathematical Practices</u> 5.MP.1, 5.MP.2 5.MP.5, 5.MP.6 5.MP.8  5.NB.6, 5.NB.7  5.MD.3, 5.MD.4, 5.MD.5  5.G.1, 5.G.2	Reducing Fractions Improper Fractions Dividing by 2 digits Estimation with division Dividing Fractions Add and Subtract Whole Numbers and Decimals Simplify decimals Graphing on a coordinate grid Rounding mixed numbers Subtracting decimals using zero Volume Multiplying Decimals	Saxon Lesson 90, 91, 92, 94, 95, 96, 99, 100, Investigation 10, 101, 102, 103, 104, 106, 109  Common Core Performance Coach Lesson 19: Comparing Products to Factors Lesson 20: Solving Problems with Multiplying Fractions and Mixed Numbers Lesson 21: Dividing Unit Fractions with whole numbers Lesson 22: Solving Problems with Division of Unit Fractions and Whole Numbers Domain 3 Review Performance Task  <u>Math 4 Today</u> , Weeks 15-17  <u>PARCC Practice Test #2</u>

Ms. Reed's 2014-2015 Grade 5 Projected Long Range Plans

\*Lesson Pacing May Vary, Based On Student Ability

# January, 2015

	Standard Correlations	Skills	Curriculum Presented	
Language Arts, Including Reading, Spelling, Grammar And Writing	5.RF.3, 5.RF.4, 5.RL.4	Vocabulary Strategies Test Taking Skills Comprehension Review Word Parts Problem & Solution Primary Source Journal Letters	Symbolism Mural Context Clues Main Idea / Details Fact & Opinion Draw Conclusions	Treasures, Unit 4 <u>Team Up To Survive</u> 1. Extreme Conditions "Ice And More Ice" "Spirit Of Endurance" 2. Teams On The Job "Jobs In Space" "Ultimate Field Trip 5" 3. Helping Out "Shark Attack" "Heroes In The Time Of Need" 4. Family Teams "Who Says Robots Can't Think?" "Zathura"
	5.RF.3	Words with final /ðl/ and /ðn/, prefixes, homographs, /zhər/	Spelling Pages 91-114	
	5.L.2, 5.L.3, 5.L.6, AZ.5.L.1 5.W.3, 5.W.4, 5.W.5, 5.W.6, 5.W.9, 5.W.10	Grammar/Mechanics: Pronouns and Antecedents, Subject and Object pronouns, appositives, pronoun-verb agreement, correct use of abbreviations	Writing: Descriptive Details Write To A Prompt Writing: Persuasive  Writing Trait: Word Choice, Ideas	Grammar pages 76-95 <u>Mastering the Mechanics</u> p. 98, 102, 96, 134  <u>Language Arts 4 Today</u> , Weeks 18-21  <u>Writing</u> Treasures Week 3 Writing Assignments for each unit (Expository)  <u>Using Picture Books to Teach the Traits</u> Chapter 6 (conventions) p. 127-129  <u>Paragraph of the Week</u> : Week 11-12
Science & Social Studies	S1.C4.PO1-PO4 American Revolution 1700s – 1820  S3.C1.PO1-PO2 Civics	Constellations  Holiday Study: Martin Luther King, Jr. Day	<u>I Survived: The Battle Of Gettysburg</u> "Observing The Night Sky"  Social Studies Text : <u>United States :Adventures In Time And Place</u> Chapter 13: The Constitution of the United States Chapter 14: A Young United States	
Math	<u>Mathematical Practices</u> 5.MP.1, 5.MP.2 5.MP.5, 5.MP.6 5.MP.8  5.NBT.1, 5.NBT.2, 5.NBT.7  5.MD.1, 5.MD.2, 5.MD.3, 5.MD.4, 5.MD.5	Using zeroes as placeholders Multiply decimals by 10, 100, 1000 LCM Writing Mixed Numbers as improper fractions Problem Solving Finding Common Denominators Dividing decimals Multiplying mixed numbers Converting measurement units Line plots Volume	Saxon Lesson 110-120, Investigation 11  Common Core Performance Coach Lesson 23: Converting Measurement Units Lesson 24: Line plots with Fractions Lesson 25: Understanding Volume Lesson 26: Volume of Rectangular Prisms Lesson 27: Adding Volumes of Rectangular prisms Domain 4 Review Performance Task  <u>Math 4 Today</u> , Weeks 18-21	

Ms. Reed's 2014-2015 Grade 5 Projected Long Range Plans

\*Lesson Pacing May Vary, Based On Student Ability

# February, 2015

	Standard Correlations	Skills	Curriculum Presented
Language Arts, Including Reading, Spelling, Grammar And Writing	5.RF.3, 5.RF.4, 5.RL.4	Vocabulary Strategies Test Taking Skills Comprehension Review Multiple Meaning Words Thesaurus Cause & Effect Analogies Inference Biography Poetry Song Lyrics Repetition Assonance	Treasures, Unit 4 <u>Team Up To Survive</u> 5. Camping Out "The Best Of Fourth Of July" "Skunk Scout" <Review Unit 4 Content> Treasures, Unit 5 <u>The American West</u> 1. The Spanish In The Early West "A Move West" "Valley Of The Moon" 2. Cowboys "The Life Of A Cowboy" "Black Cowboy, Wild Horses"
	5.RF.3	Words with -ance, -ence, Suffixes, Homophones	Spelling Pages 115-132
	5.L.2, 5.L.3, 5.L.6, AZ.5.L.1 5.W.3, 5.W.4, 5.W.5, 5.W.6, 5.W.9, 5.W.10	Grammar/Mechanics: Pronouns, Contractions, Homophones, apostrophes and possessives, independent and dependent clauses, appositives, colons and quotations	Grammar pages 96 – 110 <u>Mastering the Mechanics</u> p. 60, 62  <u>Language Arts 4 Today</u> , Weeks 22-25
		Writing: Relevant Evidence Writing Trait: Organization, Ideas	<u>Writing</u> Treasures Week 6 (Unit 4) Writing Assignments for each unit (Expository)  <u>Using Picture Books to Teach the Traits</u> Chapter 7 (presentation) p. 135-137  <u>Paragraph of the Week</u> : Week 13-14
Science & Social Studies Curriculum	S1.C5.PO1-PO5 Westward Expansion 1800 - 1860	Timelines Westward Expansion  Holiday Study: Lincoln & Washington's Birthdays Valentine's Day Black History Month	"The Settlement Of The West"  Social Studies Text : <u>United States :Adventures In Time And Place</u> Chapter 15: A Changing Country Chapter 16: The Time of Slavery
Math	<u>Mathematical Practices</u> 5.MP.1, 5.MP.2 5.MP.5, 5.MP.6 5.MP.8  5.G.1, 5.G.2, 5.G.3, 5.G.4	Coordinate Plane Geometry	Final Saxon Review – Remaining Lessons PARCC Final Review  Common Core Performance Coach Lesson 28: Graphing on a coordinate plane Lesson 29: Solving Problems with a coordinate plane Lesson 30: Classifying Two-Dimensional Figures Domain 5 Review, Performance Task  <u>Math 4 Today</u> , Weeks 22-25

Ms. Reed's 2014-2015 Grade 5 Projected Long Range Plans

\*Lesson Pacing May Vary, Based On Student Ability

**March, 2015**

	Standard Correlations	Skills	Curriculum Presented
Language Arts, Including Reading, Spelling, Grammar And Writing	5.RF.3, 5.RF.4, 5.RL.4	Vocabulary Strategies Test Taking Skills Comprehension Review Cause & Effect Compound Words Plot / Setting	Treasures, Unit 5 <u>The American West</u> 3. Explorations "Earth keeping" "A Historic Journey" 4. Tall Tales "Grandma's Tales" "Davy Crockett Saves The World"  <u>PARCC Practice Test #3</u>
	5.RF.3	Prefixes, Suffixes -less and -ness,	Spelling Pages 133-144
	5.L.2, 5.L.3, 5.L.6, AZ.5.L.1 5.W.3, 5.W.4, 5.W.5, 5.W.6, 5.W.9, 5.W.10	Grammar/Mechanics: Adjectives that compare, using colons and quotation marks, comparing with more/most, using more/most	Grammar pages 111-120 <u>Mastering the Mechanics</u> p. 106, 108  <u>Language Arts 4 Today, Weeks 26-27</u>
		Writing To A Prompt	<u>Writing</u> Treasures Week 3 Writing Assignments for each unit (Expository)  Writing Trait: Organization, Sentence Fluency <u>Paragraph of the Week: Week 15-16</u>
Science & Social Studies Curriculum	S1.C6.Po1-Po2 The Civil War and Reconstruction 1850-1877	Lewis & Clark  Holiday Study: St. Patrick's Day Dr. Seuss Week	"A Historic Journey"  Social Studies Text : <u>United States :Adventures In Time And Place</u> Chapter 17: The Civil War and Reconstruction Chapter 18: Newcomers Change the West
Math	<u>Mathematical Practices</u> 5.MP.1, 5.MP.2 5.MP.5, 5.MP.6 5.MP.8  5.Oa.3 Coordinate Grid	Ratios Negatives Adding And Subtracting Decimals Reducing Decimal Numbers Coordinate Plane Volume Coordinate System	Complete Final Review Of Saxon, McGraw-Hill Math Curriculum in preparation for standardized testing  Practice Testing  <u>Math 4 Today, Weeks 26-27</u>  <u>PARCC Practice Test #3</u>

# Ms. Reed's 2014-2015 Grade 5 Projected Long Range Plans

\*Lesson Pacing May Vary, Based On Student Ability

## April, 2015

	Standard Correlations	Skills	Curriculum Presented
Language Arts, Including Reading, Spelling, Grammar And Writing	5.RF.3, 5.RF.4, 5.RL.4  5.L.2, 5.L.3, 5.L.6, AZ.5.L.1  5.W.3, 5.W.4, 5.W.5, 5.W.6, 5.W.9, 5.W.10,	Character and Plot Problem and Solution Persuasion Theme Summarize	Treasures, Unit 5 <u>The American West</u> 5. Your vote, your voice "When Ester Morris Headed West" Suffrage for Women Unit 6 <u>Changes</u> 1. The Talent Contest "Miss Alaineus" The National Spelling Bee 2. Land of My Father "Bravo, Tavo!" Water: A Portable Potable 3. The New Gym "A Dream Comes True" Profile of a Paralympian 4. Juanita and the Cornstalk "Weslandia" Blue Potatoes and Square Watermelons 5. A Song for Makaio "The Gri Gri Tree" The Largest Creature on Earth
	5.RF.3	-ion, Words with greek roots, latin roots, words from mythology, words with number prefixes, -ible vs - able	Spelling Pages 145-180
		Grammar/Mechanics: Adverbs, Using good and well, Adverbs that compare, using more and most, negatives, double negatives, prepositions and prepositional phrases, sentence combining, using colons	Grammar pages 121-150 <u>Mastering the Mechanics</u> p. 80  <u>Language Arts 4 Today</u> , Weeks 28-31
		Writing Trait: Voice, Ideas, Word Choice, Sentence Fluency	<u>Writing</u> Treasures Week 6 (Unit 5) Writing Assignments for each unit (Expository) Treasures Week 3 and Week 6: Writing assignments for each unit (Persuasive) <u>Paragraph of the Week</u> : Week 17-18
Science & Social Studies Curriculum	S3.C4.PO1-PO3 Rights, Responsibilities and Roles of Citizenship	Holiday Study: Earth Day	Social Studies Text : <u>United States :Adventures In Time And Place</u> Chapter 20: Good Times, Hard Times, and World War Chapter 21: The United States Looks to a New Century  Science Fair preparation
Math	<u>Mathematical Practices</u> 5.MP.1, 5.MP.2 5.MP.5, 5.MP.6 5.MP.8		After completing Saxon curriculum, students will complete the Pioneer simulation which integrates real world math into an "Oregon Trail" type simulation.  <u>Math 4 Today</u> , Weeks 28-31

Ms. Reed's 2014-2015 Grade 5 Projected Long Range Plans

\*Lesson Pacing May Vary, Based On Student Ability

**May, 2015**

	Standard Correlations	Skills	Curriculum Presented
Language Arts, Including Reading, Spelling, Grammar And Writing			<p>Students will complete two book reports: 1 of my choosing and one of their own choosing. They will complete book report projects and share orally.</p> <p><u>Language Arts 4 Today, Weeks 32-36</u></p>
Science & Social Studies Curriculum	S1.C2. PO1-PO5 Scientific Testing	<p>Scientific Method</p> <p>Holiday Study: Cinco de Mayo Mother's Day</p>	Scientific Method with Science Fair Projects.
Math			<p>Students will complete fun review activities to supplement the areas that they are the weakest in.</p> <p><u>Math 4 Today, Weeks 32-36</u></p>

# Ms. Reed's 2014-2015 Grade 5 Projected Long Range Plans

\*Lesson Pacing May Vary, Based On Student Ability

## Long Range Plans

### Supplemental curriculum list

Writing: Writing Lessons to Meet the Common Core, grade 5 (Guided & Independent Practice) Scholastic, Publisher  
Mastering the Mechanics, Ready-to-use lessons for Modeled, Guided and Independent Editing, grades 4-5, Scholastic  
Using Picture Books to Teach Writing with the Traits, Scholastic, grades 3 and up  
Paragraph of the Week  
50 Writing Lessons that Work, Scholastic Grades 4-8

Grammar/Mechanics: Common Core Language Arts 4 Today, Carson-Dellosa, Grade 5  
Common Core Language Arts and Math, Spectrum Publishing Grade 5  
Common Core PARCC edition, English Language Arts, Practice Tests, Lumos Learning

Math: Common Core Math 4 Today, Carson-Dellosa, Grade 5  
Common Core PARCC edition, Mathematics, Practice Tests, Lumos Learning  
Common Core, Differentiated Activities for Teaching Key Math Skills, Carson-Dellosa, Grade 4-6



Your complimentary  
use period has ended.  
Thank you for using  
PDF Complete.

[Click Here to upgrade to  
Unlimited Pages and Expanded Features](#)

## Acorn Montessori Schools 2016-2017

DATE	DAY OF WEEK	OCCASION
07/28/2016	Monday	First day for teachers
08/01/2016	Friday	First day of school
08/15/2016	Friday	Statehood Day
09/01/2016	Monday	Labor Day
10/03/2016	Friday	1st Qtr (44 days) Ends-Oct.3
10/06/2016-10/10/2016	Monday-Friday	Fall Break
10/17/2016-10/24/2016	Friday-Friday	One student day off for Teacher Institute Day (days subject to change)
11/04/2016	Tuesday	Election Day
11/11/2016	Tuesday	Veterans Day
11/27/2016	Thursday	Thanksgiving Day
11/28/2016	Friday	School Holiday
12/19/2016	Friday	2nd Quarter (45 days) and 1st Semester Ends- Dec. 19
12/22/2016-1/08/2017	Monday-Friday	Winter Break***12 mo. teachers return on Jan. 5
12/25/2016	Thursday	Christmas
01/01/2017	Thursday	New Year's
01/09/2017	Friday	Teacher workday (no students)-2nd Semester- 93 Student Days
01/19/2017	Monday	Martin Luther King Day
02/16/2017	Monday	President's Day
03/13/2017	Friday	3rd. Qtr (43 days) Ends-Mar. 13
03/16/2017-03/20/2017	Monday-Friday	Spring Break
03/26/2017	Thursday	Kuhio Day
04/03/2017	Friday	Good Friday
05/25/2017	Monday	Memorial Day
06/03/2017	Wednesday	Last Day for students **2nd Semester Ends
06/04/2017	Thursday	Last day for teachrs
06/11/2017	Thursday	Kamehameha Day 4th Quarter (50 days)

Mrs. Jennie's Schedule (Room 1)

September 29<sup>th</sup> – October 3<sup>rd</sup>

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15	Welcome! Daily Reading Warm Up and Read Aloud Introduce Theme "Getting Along" Comprehension: <i>Simon and Molly Plus Hester</i>	Welcome! Daily Reading Warm Up and Read Aloud Listening Comprehension: <i>Simon and Molly Plus Hester</i> Vocabulary: <i>problem, solve</i>	Welcome! Daily Reading Warm Up and Read Aloud Listening Comprehension: <i>Expository- Helping Hands</i> Vocabulary: <i>grateful, include, thoughtful</i>	Welcome! Daily Reading Warm Up and Read Aloud Listening Comprehension: <i>Folklore: The Little Red Hen</i>	Welcome! Daily Reading Warm Up and Read Aloud Vocabulary Review Listening Comprehension: Student Choice
8:30	Go Math Lesson Lesson 4.2 Count and Write 10	Go Math Lesson Lesson 4.3 Ways to Make 10	Go Math Lesson Lesson 4.4 Count and Order to 10	Go Math Lesson Lesson 4.5 Compare by Matching Sets to 10	Go Math Review Review
9:00	Groups Reading, Writing, and Math (2 rotations) <u>Reading</u> Phoneme Isolation/Categorization/ Blending: Ss, Pp High Frequency Word: <i>a, like</i> Reading Fluency: <i>I Like We Like: Ice Skating Fun</i> <u>Writing</u> Shared- Lists Journals- Draw and label a picture of something the characters in the book like to do together. <u>Math</u> Student Workbook pgs. 137-140	Groups Reading, Writing, and Math (2 rotations) <u>Reading</u> Phoneme Isolation/Categorization/ Blending: Ss, Pp High Frequency Word: <i>a, like</i> Reading Fluency: <i>Part: Ice Skating Fun</i> <u>Writing</u> Shared- Sentences Journals- Draw and label a picture of you with a friend. <u>Math</u> Student Workbook pgs. 141-144	Groups Reading, Writing, and Math (2 rotations) <u>Reading</u> Phoneme Isolation/Categorization/ Blending: Ss, Pp High Frequency Word: <i>a, like</i> Language Packet <u>Writing</u> Shared- A Sentence Journals- Draw and label a picture of your favorite book or toy. <u>Math</u> Student Workbook pgs. 145-148	Groups Reading, Writing, and Math (2 rotations) <u>Reading</u> Phoneme Isolation/Categorization/ Blending: Ss, Pp High Frequency Word: <i>a, like</i> UNIT 2 ASSESSMENT part 1 <u>Writing</u> Shared- A Sentence Journals- Draw and label a picture of a good friend <u>Math</u> Student Workbook pgs. 149-152	Groups Reading, Writing, and Math (2 rotations) <u>Reading</u> Phoneme Isolation/Categorization/ Blending: Ss, Pp High Frequency Word: <i>a, like</i> UNIT 2 ASSESSMENT part 2 <u>Writing</u> Journals- Draw and label a picture of your favorite place to go with your friends. <u>Math</u> Student Workbook pgs. Unfinished Pages/ Review
9:55	Snack/Recess	Snack/Recess	Snack/Recess	Snack/Recess	Snack/Recess
10:20	Groups Cont. (1 rotation)	Groups Cont. (1 rotation)	Groups Cont. (1 rotation)	Groups Cont. (1 rotation)	Groups Cont. (1 rotation)
10:45	Star Student Share (Speaking & Listening) Language Activity Grammar- Nouns Strategic/Intensive Interventions	Handwriting Language Activity Grammar- Nouns Strategic/Intensive Interventions	Handwriting Language Activity Grammar- Nouns Strategic/Intensive Interventions	Handwriting Language Activity Grammar- Nouns Strategic/Intensive Interventions	Handwriting Language Activity Grammar- Nouns Strategic/Intensive Interventions
11:15	AM Dismiss Music/Movement Math Exercise Read Aloud	AM Dismiss Music/Movement Math Exercise Read Aloud	AM Dismiss Music/Movement Math Exercise Read Aloud	AM Dismiss Music/Movement Math Exercise Read Aloud	AM Dismiss Music/Movement Math Exercise Read Aloud
11:40	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:20	Brain Gym/ Read Aloud	Brain Gym/ Read Aloud	Brain Gym/ Read Aloud	Brain Gym/ Read Aloud	ART
12:30	Groups (3 rotations) Reading/Writing, Math, Science/SS Science- Apples Math- Math Journals ELA- Complete My Favorite Season Writing	Groups (3 rotations) Reading/Writing, Math, Science/SS Chrome Books Math- Math Journals/Extension Activity ELA- Apple Writing	Groups (3 rotations) Reading/Writing, Math, Science/SS Science- Apples Math- Math Journals ELA- Apple Writing	Groups (3 rotations) Reading/Writing, Math, Science/SS Chrome Books Math- Math Journals/Extension Activity ELA- Apple Writing	12:45 Whole Group Math
1:45	PE	Technology / Sign Language	PE	Technology / Sign Language	1:10 Read Aloud/ Behavior Incentive
2:15	Clean Up Daily Folders Dismissal	Clean Up Daily Folders Dismissal	Clean Up Daily Folders Dismissal	Clean Up Daily Folders Dismissal	1:25 Clean Up 1:30 Dismissal

September/October Schedule		20	30	1	2	3
Schedule		Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:25	Arrival	<b>Morning Procedures</b> <ul style="list-style-type: none"> <li>Pledge</li> <li>Music &amp; Movement</li> <li>Review morning work</li> </ul>	<b>Morning Procedures</b> <ul style="list-style-type: none"> <li>Pledge</li> <li>Music &amp; Movement</li> <li>Review morning work</li> </ul>	<b>Morning Procedures</b> <ul style="list-style-type: none"> <li>Pledge</li> <li>Music &amp; Movement</li> <li>Review morning work</li> </ul>	<b>Morning Procedures</b> <ul style="list-style-type: none"> <li>Pledge</li> <li>Music &amp; Movement</li> <li>Review morning work</li> </ul>	<b>Morning Procedures</b> <ul style="list-style-type: none"> <li>Pledge</li> <li>Music &amp; Movement</li> <li>Review morning work</li> </ul>
8:25-8:45	Morning Meeting	<ul style="list-style-type: none"> <li>Morning message – Six a sentence</li> <li>Problem of the day – Identifying doubles plus one</li> <li>Calendar &amp; morning board</li> </ul>	<ul style="list-style-type: none"> <li>Morning message – What animal would be the coolest pet?</li> <li>Problem of the day – Identifying doubles minus 1</li> <li>Calendar &amp; morning board</li> </ul>	<ul style="list-style-type: none"> <li>Morning message – How many animals can you think of that start with the letter c?</li> <li>Problem of the day – Adding 10</li> <li>Calendar &amp; morning board</li> </ul>	<ul style="list-style-type: none"> <li>Morning message – Who is your favorite superhero?</li> <li>Problem of the day – Make a 10</li> <li>Calendar &amp; morning board</li> </ul>	<ul style="list-style-type: none"> <li>Morning message – What is your favorite movie?</li> <li>Problem of the day – Basic Facts</li> <li>Calendar &amp; morning board</li> </ul>
<b>Go Math Standards: 1.OA.2,3; 5; 6</b>						
8:45-9:50 9:50-10:05 10:05-10:20 10:20-10:35	Math groups	3.9 Use Make a Ten to Add 3.10 Hands On: Algebra: Add 3 Numbers 3.11 Algebra: Add 3 Numbers 3.12 Problem Solving: Use Addition Strategies Chapter 3 Review/Test			Neighborhood Sums Kaboom Card adding white boards	
9:50-10:15	Snack time	 Snack & Recess				
10:15-10:30	Read aloud & Brain Gym	Shared Reading				
<b>ELA Standards: 1.RL.2-4,6,7,9,10; 1.RI.1,2,4,6,7,9,10; 1.RF.2a,2b,2f, a-d, 3-4; 1.W.2;5,7,8; 1.SL.1-6; 1.L.1,2,4-6; 1.RI.10a; 1.W.4; 1.L.1k</b>						
10:30-1:30 10:35-10:45 (25) 10:45-1:00 (25) 1:00-1:15 (25)	Language Arts groups	<b>Oral Vocabulary:</b> appreciate, cooperate, partner, responsibility, scrumptious <b>Phonemic/ Phonological Awareness:</b> generating rhymes, phoneme identity, blending, segmentation <b>Phonics:</b> short e <b>Spelling:</b> leg, beg, men, hen, let, get, no, some, top, lot <b>High Frequency Words:</b> eat, no, of, some, who; review-her, our, they, two <b>Reading:</b> Hen's eggs, Who will Help, Little Red Men, From Wheat to Bread <b>Comprehension:</b> summarize; retell; plot <b>Writing:</b> how-to sentences <b>Grammar:</b> plural nouns; punctuation <b>Practice Book pages: 61-70, Grammar Book pages: 31-35, Spelling Book pages: 25-28</b>				Charlotte's Web Movie & Comparison

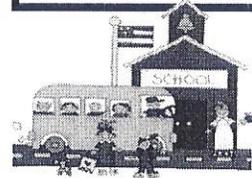
All small groups are taught using differentiated instruction. STANDARDS; ELA-K.R.L.1-7, 9-10; K.RI. 3-5, 10; K.R.F. 1a-2a-b,

3 a-c, 4; K.W.1-3, 5, 7-8; K.SL.1a,2-6; K.L.1a-d, 2c-d, 4b, 5b-c, 6. (Unit2, Week3) MATH-K.CC. 3, 4a-c, 5, 7. SCIENCE- S1C1PIO1; SIC3PO1,2; S4C3PO 2; S5C1PO 2. SOCIAL STUDIES- S2C1PO 2,3,4; S4C5PO 1,2

Neville 2nd Grade	9/29/14 Monday	9/30/14 Tuesday	10/1/14 Wednesday	10/2/14 Thursday	10/3/14 Friday
<b>ORAL LANGUAGE:</b>	SLS1; 1A; 1C; 2; 3; 4; 5; 6				
Oral Vocabulary	brave, escape, glow, prevent, surround	brave, escape, glow, prevent, surround	brave, escape, glow, prevent, surround	brave, escape, glow, prevent, surround	brave, escape, glow, prevent, surround
Phonemic Awareness	Phoneme segmentation	Phoneme blending	Phoneme segmentation	Phoneme blending	Phoneme blending
<b>WORD STUDY:</b>	RSFS3; 3C; 3D; 3E; 3F; 4; 4A; 4B; 4C				
Phonics	Long i. igh, ie, y	Foldable	Long i. igh, ie, y	Long i. igh, ie, y	Long i. igh, ie, y
Spelling	Words with Long i.	Words with Long i.	Words with Long i.	Words with Long i.	Spelling test: A Tall Tale
Vocabulary	independence, landmark, state, government,	independence, landmark, state, government,	independence, landmark, state, government,	independence, landmark, state, government,	independence, landmark, state, government,
<b>READING:</b>	RSL1; 2; 3; 4; 5; 6; 7; 9				
<b>Selection</b>	LS1; 1B; 1D; 2; 2A; 2B; 2C; 2D; 3; 3A; 4; 4A; 4B; 4D; 4E; 5; 5A; 6				
	<b>Unit 2: Week 3</b>	<b>A Tall Tale:</b>	<b>Leveled Reader: Wildfires</b>		
Comprehension	Monitor Comprehension, Read aloud	Identify main idea	Cause and Effect	Test strategy	Monitor Comprehension, Read aloud
Fluency	Build fluency	Repeated reading	Connected text	Repeated reading	Connected text
<b>LANGUAGE ARTS:</b>	RSIT1; 2; 3; 4; 5; 6; 7; 9				
Grammar	Proper nouns	proper nouns	Abbreviations	Proper Nouns and abbreviations	Proper Nouns and abbreviations
Writing - Week Project	Expository: Research report about Kiribati	Expository: Research report about Kiribati	Expository: Research report about Kiribati	Expository: Research report about Kiribati	Presentations
<b>MATH</b>	3.5 Relate addition and subtraction OA.2	3.6 Practice subtraction facts OA.2	3.7 Use ten to subtract OA.2, MD.6	3.8 Use drawings to represent problems OA.1	Math Journals/Projects
Digital Path	Animated Math & MegaMath (eplanner)	Animated Math & MegaMath (eplanner)	Tools Number Lines - Subtract	Animated Math & MegaMath (eplanner)	Finish incomplete
Grab n Go	Canine Collection Purple Card 3	A Heap of Sheep Orange Card 3	Game: On the Ferris Wheel	Quilting Bee Blue Card 3	Finish incomplete
<b>SCIENCE SOCIAL STUDIES ART/MUSIC/PE</b>	Introduce Kiribati for United Countries Day	Acorn Spirit Song	Test: Human Body Systems S4C1PO2,PO3	Fall Painting	

NEVILLE 2ND GRADE 2014-15

	MON	TUES	WED	THURS	FRI
8:00-8:30	Morning Meeting & Projector GoMath	Morning Meeting & Projector GoMath	Morning Meeting & Projector GoMath	Morning Meeting & Projector GoMath	Morning Meeting & Projector GoMath
8:30-10:00  3 Groups 30 Min	Ms. Mel Math Centers	Ms. Mel Math Centers	Ms. Mel Math Centers	Ms. Mel Math Centers	Ms. Mel Spelling Test, Selection Assessment
	Mrs. Neville Math Workbook	Mrs. Neville Math Workbook	Mrs. Neville Math Workbook	Mrs. Neville Math Workbook	Mrs. Neville Math Workbook
	Ms. Shay Treasures Grammar & Finish incomplete work	Ms. Shay Treasures Grammar & Finish incomplete work	Ms. Shay Treasures Grammar & Finish incomplete work	Ms. Shay Treasures Grammar & Finish incomplete work	McGraw Hill Weekly Assessment
	10:00-10:20 Recess	10:00-10:20 Recess	10:00-10:20 Recess	10:00-10:20 Recess	10:00-10:20 Writing
10:20-11:00 Writing - Discuss/Plan	10:20-11:00 Writing - Rough Draft	10:20-11:00 PE	10:20-11:00 Writing - Revise/Edit	10:20-11:00 Writing - Publish & Present	
11:00-11:40 Lunch & Recess	11:00-11:40 Lunch & Recess	11:00-11:40 Lunch & Recess	11:00-11:40 Lunch & Recess	11:00-11:40 Lunch & Recess	
11:40-12:10 Projector: Weekly Story	11:40-12:10 Projector: Animanted Phonics/Comprehension	11:40-12:10 Projector: Leveled Reader	11:40-12:10 Projector: Science	11:40-12:10 Math Journal Demonstration	
12:10-1:00  2 Groups 25 min	Mrs. Neville Chromebooks: ConnectED (Students will be called over to read during this time.)	Mrs. Neville Chromebooks: ConnectED (Students will be called over to read during this time.)	Mrs. Neville Chromebooks: ConnectED (Students will be called over to read during this time.)	Mrs. Neville Chromebooks: Students choice (Scholastic News, Thinkcentral, or ConnectED)	12:10 - 1:10 Math journals & Projects
	Ms. Mel Social Studies & Finish incomplete work	Ms. Mel Social Studies & Finish incomplete work	Ms. Mel Social Studies & Finish incomplete work	Ms. Mel Art	Classroom clean-up when finished  <i>1:30 Dismissal on Fridays</i>
1:00-2:30	Ms. Mel McGraw Hill Spelling & Practice Workbooks	Ms. Mel McGraw Hill Spelling & Practice Workbooks	Ms. Mel McGraw Hill Spelling & Practice Workbooks	Ms. Mel McGraw Hill Spelling & Practice Workbooks	
	Mrs. Neville Chromebooks: Math Thinkcentral.com	Mrs. Neville Chromebooks: Math Thinkcentral.com	Mrs. Neville Chromebooks: Math Thinkcentral.com	Mrs. Neville Chromebooks: Math Thinkcentral.com	
	Science Read & Write	Science Read & Write	Science Read & Write	Science Read & Write	
2:30 Class Meeting, Music	2:30 Class Meeting, Music	2:30 Class Meeting, Music	2:30 Class Meeting, Music	2:30 Class Meeting, Music	
2:50-3:00 Dismissal	2:50-3:00 Dismissal	2:50-3:00 Dismissal	2:50-3:00 Dismissal	2:50-3:00 Dismissal	

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Pledge & Song <b>Reading Whole Class</b> U2: Here's My Dollar Author's Purpose	Pledge & Song <b>Reading Whole Class</b> U2: Here's My Dollar Author's Purpose	Pledge & Song <b>Reading Whole Class</b> U2: Here's My Dollar Author's Purpose	Pledge & Song <b>Reading Whole Class</b> U2: Here's My Dollar Author's Purpose	8:00 Pledge & Song
8:10	RI3.6 U2: Wild Horses Cause and Effect	RI3.6 U2: Wild Horses Cause and Effect	RI3.6 U2: Wild Horses Cause and Effect	RI3.6 U2: Wild Horses Cause and Effect	8:10 Finish Work 
8:30	SL.3.2 <b>Reading Rotation-Small Grp</b> 3rd: Scholastic Govt magazine 4th: Scholastic Govt magazine RTI: Comp strategies Enrich: Close Rdg Skills	SL.3.2 <b>Reading Rotation-Small Grp</b> 3rd: Scholastic Govt magazine 4th: Scholastic Govt magazine RTI: Find Evidence Enrich: Close Rdg Skills	SL.3.2 <b>Reading Rotation-Small Grp</b> 3rd: Scholastic Govt magazine 4th: Scholastic Govt magazine RTI: Find Evidence Enrich: Close Rdg Skills	SL.3.2 <b>Reading Rotation-Small Grp</b> 3rd: Scholastic Govt magazine 4th: Scholastic Govt magazine RTI: Fluency Practice Enrich: Close Rdg Skills	9:10 Snack
9:10	Snack	Snack	Snack	Snack	9:30 1/2 Class Art Carmen SanDiego then switch
9:25	Mini-Lesson: Spelling	Mini-Lesson: Cursive	Mini Lesson: Positive Attitudes	Mini-Lesson: Class Discussion	10:10 1/2 Class Art Carmen SanDiego then switch
9:40	RTI Reading Groups	RTI Reading Groups	RTI Reading Groups	RTI Reading Groups	10:30 Music
10:05	Check Work	Check Work	Check Work	Check Work	11:30 Lunch and Show & Tell 
10:30	<b>Rotation</b> Math Test Review Chapter 4.5 Review	<b>Rotation</b> Science / Social Studies 3: Branches of Govt 4: Branches of Govt	<b>Rotation</b> Science / Social Studies 3: Branches of Govt 4: Branches of Govt	<b>Rotation</b> Assessments 	12:00 Homework Backpacks
11:00	Grammar	Spelling	Grammar		12:30 P.E.
11:30	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	1:15 Clean up to go home!
12:15	Teacher Read	D.E.A.R.	Teacher Read	D.E.A.R.	
12:30	<b>Rotation</b> 4.6 3rd- Math Lsn Algebra - Assoc prop of multiplication RTI: Mult tables Enrich: Word problem 3.OA.1, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.7	<b>Rotation</b> 4.7 3rd- Math Lsn Algebra - Patterns on the mult table RTI: Mult tables Enrich: Word problem 3.OA.5, 3.OA.9	<b>Rotation</b> 4.8 Multiply with 8 RTI: Mult tables Enrich: Word problem 3.OA.1, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.7, 3	<b>Rotation</b> 4.9 3rd- Math Lsn Multiply with 9 RTI: Mult tables Enrich: Word problem 3.OA.1, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.7, 3	
	4.5 4th- Math Lsn Estimate quotients using compatible #s RTI: Mult tables Enrich: Word problem 4.NBT.6	4.6 4th- Math Lsn Investigate: Div and the distrib. Property RTI: Mult tables Enrich: Word problem 4.NBT.6	4.7 4th- Math Lsn Investigate: Div using repeated subtract RTI: Mult tables Enrich: Word problem 4.NBT.6, 4.OA.3	4.8 4th- Math Lsn Divide using partial quotients RTI: Mult tables Enrich: Word problem 4.NBT.1, 4.NTT.6	
1:15	Vocabulary 3rd: Red Hot Words 4th: Root Words	Writing Research: Bats	Writing Research: Bats	French 	
2:00	Math Books	Math Books	Math Books	Assessments	
2:50	Clean up and Go Home	Clean up and Go Home	Clean up and Go Home	Clean up and Go Home	

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:05	Pledge, Attendance, Lunch Count	Pledge, Attendance, Lunch Count	Pledge, Attendance, Lunch Count	Pledge, Attendance, Lunch Count	Pledge, Attendance, Lunch Count
8:05 - 8:20 Daily morning activities	Copy the Student Planner Students will copy all their assignments to be tracked for the week.	(Strategic intervention) / Penmanship Practice Students will complete a daily handwriting activity. (Elaine McLandburgh)	(Strategic intervention) / Penmanship Practice Students will complete a daily handwriting activity. (Eleanor Roosevelt)	(Strategic intervention) SPARKLE / Spelling Test	Discuss the directions & requirements for all the homework pages. Hand back graded papers
8:20 - 9:20 Math* Whole Group *estimated pacing	<b>Math</b> Timed Math Facts Test (addition) Saxon Lesson 30: Interpreting Pictures of Fractions and Percents	<b>Math 5.NFB.6</b> Timed Math Facts Test (subtract) Saxon Lesson 37: Drawing Pictures of Fractions	<b>Math</b> Timed Math Facts Test (multiply) Saxon Lesson 38: Fractions and Mixed Numbers on a number line	<b>Math</b> Timed Math Facts Test (divide) Saxon Lesson 39: Comparing Fractions by Drawing Pictures	<b>Math 5.NFB.3</b> Saxon Lesson 40: Pictures of Mixed Numbers, Writing quotients as mixed numbers
9:20 - 9:35	<b>Snack, Bathroom Break, Laps</b>	<b>Snack, Bathroom Break, laps</b>	<b>Snack, Bathroom Break, laps</b>	<b>Snack, Bathroom Break, laps</b>	9:20 - 9:35 <b>Snack, Bathroom Break</b>
9:35 - 10:05 Reading Whole Group	"Hurricanes" RF5.3a, RF5.4, L5.4a Read the Vocabulary story together. Together we will use context clues to identify the correct definition of the vocabulary words on their Vocabulary Quilt.	"Hurricanes" RL5.4, RI5.4, L5.4A Read and discuss the classroom story on the LCD.	"Hurricanes" 5RF.4, 5RF.4a Students will partner read their story together, practicing fluency and new vocabulary.	"Hurricanes" 5RF.4 Students will read "Suspense".	9:45 - 10:45 Weekly Skills Assessment RF.5.3
10:05 - 11:35 Small Group Rotations* *differentiated 1 10:05-10:35 2 10:35-11:05 3 11:05 - 11:35	<b>Reading/Language Arts L5.4</b> MMW p. 89	<b>Reading/Language Arts 5RF.3</b> Vocabulary Review p. 83	<b>Reading/Language Arts RF5.3</b> Selection Assessment	<b>Reading/Language Arts RL5.1, L5.5</b> Personification, Imagery and Onomatopoeia p.88	10:45 - 11:15 Study Hall  (10:45 - 11:30 Strategic Intervention)
	<b>Math</b> Complete the daily assigned problems	<b>Math</b> Complete the daily assigned problems	<b>Math</b> Complete the daily assigned problems	<b>Math</b> Complete the daily assigned problems	11:15 - 11:50 Deep Clean the classroom and our desks Shopping with Karisa Kash
	<b>Chrome books</b> Students will work on Typing Web, to improve their computerized typing skills	<b>Chrome books</b> Students will use dictionary.com to finish their spelling definitions page.	<b>Chrome books</b> Students will complete their ConnectEd Treasures assignments	<b>Chrome books</b> Students will complete Kahn Academy assignments.	
11:35 - 11:45	Spelling p. 56-57 RF5.3a, L5,2e	Spelling p. 58 RF5.3a, L5,2e	Spelling p. 59-60 RF5.3a, L5,2e	Spelling: Correct Workbooks (turn in)	
11:45 - 12:40	<b>Wash hands, Lunch, Recess, Bathroom Break (Organized PE Games on Monday, Wednesday, and Friday during recess)</b>				
12:40 - 1:00 Social Studies	<b>SSR</b> Silent Sustained Reading: Students will free read a book of their choice.	<b>Read Aloud / Social Studies RI.5.4</b> Students will read and discuss <u>Woods Runner</u> as a whole class.	12:40 - 1:15 Music	12:40 - 1:15 <b>Social Studies - UN Day: Australia</b> TSWBAT describe the government and animals associated with Australia	12:40 Daily Journal Prompt and Author's Chair 1:30 Dismissal
1:00 - 2:30 Small Group Rotations* *differentiated 1:00 - 1:30 1:30 - 2:00 2:00 - 2:30	<b>Science RI.5.4, S4C.IP01</b> TSWBAT learn the importance of the skeletal system	<b>Science RI.5.4 S4C.IP01</b> TSWBAT label the bones of the skeletal system	1:15 - 1:45 Study Hall Students will have this 30 minute rotation to complete/catch up on all their assignments.	1:15 - 1:45 <b>Science RI.5.4 S4C.IP01</b> Read p. 8-10, Continue labeling skeletal system, Build a skeleton	ELA (Friday) 125 minutes  Math (Friday) 90 Minutes
	<b>Writing W.5.1, W.5.5 (web)</b> Paragraph of the Week - Persuasive (Too Much Homework)	<b>Writing W.5.1, W.5.5, L.5.2 (rough)</b> Paragraph of the Week - Persuasive (Too Much Homework)	1:45 - 2:15 <b>Writing W.5.1, W.5.5, L.5.2</b> (edit/revise) Paragraph of the Week - Persuasive (Too Much Homework)	1:45 - 2:15 <b>Writing W.5.1, W.5.5, W.5.6</b> (final/publish) Paragraph of the Week - Persuasive (Too Much Homework)	90 minutes of weekly strategic intervention.
	<b>Grammar L.5.1a</b> Plural Nouns p. 46	<b>Grammar L.5.2a</b> Possessive Nouns p. 47	2:15 - 2:45 <b>Grammar L.5.2a, L.5.2</b> Capitalizing titles of Movies, books, magazines and newspapers p. 48	2:15 - 2:45 <b>Grammar L.5.2a</b> Possessives p. 49, Quiz p. 50 (turn in)	
2:30 - 2:45	Daily Journal Prompt W.5.10	Daily Journal Prompt W.5.10			
2:45 - 3:00	2:45 - 3:00 Pack up and Dismissal	2:45 - 3:00 Pack up and Dismissal	2:45 - 3:00 Pack up and Dismissal	2:45 - 3:00 Pack up and Dismissal	

ELA minutes

175 minutes

225 minutes

160 minutes

200 minutes

Math Minutes

90 minutes

90 minutes

90 minutes

120 minutes

**Homework Club is  
Monday and  
Wednesday ONLY  
from  
3:00 - 3:45.**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:05 8:05 – 8:20 Social Studies (15 mins)	Pledge Title: Mayan, Incan, and Aztec Civilizations Title: Aztec Agriculture Pg 79-80 Objective: Students will be able to explore history, geography, literature, art, and architecture from these cultures. The activities promote reading, critical thinking, writing, research, and map skills. A variety of assessment strategies include matching, multiple choice, constructed response, and critical thinking questions. RH.6-8.10RH.6-8.5WHST.6-8.1(c) WHST.6-8.1(d)WHST.6-8.1(e)WHST.6-8.10 WHST.6-8.2(b)WHST.6-8.2(c) WHST.6-8.2(d)WHST.6-8.2(e) WHST.6-8.2(f)WHST.6-8.3(a)WHST	Pledge Title: Mayan, Incan, and Aztec Civilizations Title: Aztec Warfare Pg 81-82 Objective: Students will be able to explore history, geography, literature, art, and architecture from these cultures. The activities promote reading, critical thinking, writing, research, and map skills. A variety of assessment strategies include matching, multiple choice, constructed response, and critical thinking questions. RH.6-8.10RH.6-8.5WHST.6-8.1(c) WHST.6-8.1(d)WHST.6-8.1(e)WHST.6-8.10 WHST.6-8.2(b)WHST.6-8.2(c) WHST.6-8.2(d)WHST.6-8.2(e) WHST.6-8.2(f)WHST.6-8.3(a)WHST	Pledge Title: Mayan, Incan, and Aztec Civilizations Title: The Arrival of the Spaniards Pg 83-84 Objective: Students will be able to explore history, geography, literature, art, and architecture from these cultures. The activities promote reading, critical thinking, writing, research, and map skills. A variety of assessment strategies include matching, multiple choice, constructed response, and critical thinking questions. RH.6-8.10RH.6-8.5WHST.6-8.1(c) WHST.6-8.1(d)WHST.6-8.1(e)WHST.6-8.10 WHST.6-8.2(b)WHST.6-8.2(c) WHST.6-8.2(d)WHST.6-8.2(e) WHST.6-8.2(f)WHST.6-8.3(a)WHST	Pledge Title: Mayan, Incan, and Aztec Civilizations Title: Aztec Test Objective: Students will be able to explore history, geography, literature, art, and architecture from these cultures. The activities promote reading, critical thinking, writing, research, and map skills. A variety of assessment strategies include matching, multiple choice, constructed response, and critical thinking questions. RH.6-8.10RH.6-8.5WHST.6-8.1(c) WHST.6-8.1(d)WHST.6-8.1(e)WHST.6-8.10 WHST.6-8.2(b)WHST.6-8.2(c) WHST.6-8.2(d)WHST.6-8.2(e) WHST.6-8.2(f)WHST.6-8.3(a)WHST	Pledge 8:05 – 8:20 Spelling Test
8:20 – 10:20 8:20 – 9:00 – Science (40 mins) Tammy 9:00 – 9:40 – Reading (40 mins) Tarrah 9:40 – 10:20 – Spelling/Grammar /Spelling(40 mins) Kim	Title: Rumpelstiltskin's Daughter Objective: Students will read a fairy tale and parody and be able to summarize the events. RL.6.1RL.6.3RL.6.4RI.6.1RI.6.2 L.6.1a-eL.6.2a,bL.6.3a,bL.6.4a-dL.6.6 W.6.3a-e WStory: Pgs 195-209 Hi-Lo Comprehension Building Passages Spelling: Pgs 51-56 Grammar: Pgs 51-56 Jumpstarters for Grammar Jumpstarters for Capitalization and Punctuation Writing: Persuasive Writing Piece Paragraph of the Week Writing with a Purpose – Persuasive Writing Skill-building activities and Exciting Writing Lessons.6.4  Review all of Unit 2 in Science	Title: Rumpelstiltskin's Daughter Objective: Students will read a fairy tale and parody and be able to summarize the events. RL.6.1RL.6.3RL.6.4RI.6.1RI.6.2 L.6.1a-eL.6.2a,bL.6.3a,bL.6.4a-dL.6.6 W.6.3a-e WStory: Pgs 195-209 Hi-Lo Comprehension Building Passages Spelling: Pgs 51-56 Grammar: Pgs 51-56 Jumpstarters for Grammar Jumpstarters for Capitalization and Punctuation Writing: Persuasive Writing Piece Paragraph of the Week Writing with a Purpose – Persuasive Writing Skill-building activities and Exciting Writing Lessons.6.4  SCIENCE TEST ON UNIT 2	Title: Rumpelstiltskin's Daughter Objective: Students will read a fairy tale and parody and be able to summarize the events. RL.6.1RL.6.3RL.6.4RI.6.1RI.6.2 L.6.1a-eL.6.2a,bL.6.3a,bL.6.4a-dL.6.6 W.6.3a-e WStory: Pgs 195-209 Hi-Lo Comprehension Building Passages Spelling: Pgs 51-56 Grammar: Pgs 51-56 Jumpstarters for Grammar Jumpstarters for Capitalization and Punctuation Writing: Persuasive Writing Piece Paragraph of the Week Writing with a Purpose – Persuasive Writing Skill-building activities and Exciting Writing Lessons.6.4  Science activity with Tammy	Title: Rumpelstiltskin's Daughter Objective: Students will read a fairy tale and parody and be able to summarize the events. RL.6.1RL.6.3RL.6.4RI.6.1RI.6.2 L.6.1a-eL.6.2a,bL.6.3a,bL.6.4a-dL.6.6 W.6.3a-e WStory: Pgs 195-209 Hi-Lo Comprehension Building Passages Spelling: Pgs 51-56 Grammar: Pgs 51-56 Jumpstarters for Grammar Jumpstarters for Capitalization and Punctuation Writing: Persuasive Writing Piece Paragraph of the Week Writing with a Purpose – Persuasive Writing Skill-building activities and Exciting Writing Lessons.6.4  Science activity with Tammy	8:20 – 9:50 Math Math Test in Common Core Performance Coach Pg 161
10:20 – 10:30	Snack/Bathroom	Snack/Bathroom	Snack/Bathroom	Snack/Bathroom	9:50 – 10:00 Snack
10:30 – 12:00 Math whole group (90 mins)	Saxon Course 1: <b>Lesson 14:</b> The number line: negative numbers Pgs. 73-77 6.NS.3, 6.NS.7.b, 6.NS.7a, 6.NS.6.c, 6.NS.6.a, 6.NS.5. <b>Objective:</b> Students will use a number line to order and compare integers. Identify numbers that are opposites. Use a number line to subtract a larger number from a smaller number. Saxon Course 1: <b>Lesson 19:</b> Factors, Prime Numbers Pgs. 99-104 6.EE.1 <b>Objective:</b> Students will name all the factors of a given number. Identify prime numbers. Saxon Course 1: <b>Lesson 20:</b> Greatest Common Factor (GCF) Pgs. 105-108 6.NS.4 <b>Objective:</b> Students will find the greatest common factor of two or more numbers	Saxon Course 1: <b>Lesson 30:</b> Least Common Multiple (LCM), Reciprocals Pgs. 156-160 6.NS.4 <b>Objective:</b> Students will identify common multiples of two numbers. Find the least common multiple of two numbers. Identify reciprocals as number s that have a product of 1 when multiplied. Find the reciprocal of a given number by reversing the position of the numerator and the denominator of the number. Saxon Course 1: <b>Lesson 35:</b> Writing decimal numbers as fractions part q. Reading and writing decimal numbers Pgs. 182-186 6.MP.8 <b>Objective:</b> Students will write decimal number as a fraction. Write a fraction as a decimal number. Read and write decimal number in word form. Write the word form of a decimal number as a fraction and as a decimal. Saxon Course 1: <b>Lesson 40:</b> Using Zero as a placeholder. Circle Graphs. Pgs. 205-210 6.NS.3 <b>Objective:</b> Students will use zeros to fill in each empty decimal place when subtracting, multiplying, and dividing decimal numbers. Use zeros as place holders as needed when writing in digits the word form of a decimal number. Interpret information displayed in a circle graph. Generalize information from a bar graph to display it in a circle graph. Compare how data is displayed in a bar graph and a circle graph.	Saxon Course 1: <b>Lesson 41:</b> Finding a percent of a number Pgs. 216-220 6.RP.3c <b>Objective:</b> Students will write a percent as a decimal. Find the percent of a number by changing the percent to either a fraction or a decimal and multiplying. Calculate the sales tax on a purchase and find the total price of the purchase including tax. Saxon Course 1: <b>Lesson 45:</b> Dividing a decimal number by a whole number Pgs. 235-238 6.NS.3 <b>Objective:</b> Students will divide a decimal number by a whole number. Saxon Course 1: <b>Lesson 49:</b> Dividing by a decimal number Pgs. 254-258 6.NS.3 <b>Objective:</b> Students will divide a decimal number or a whole number by a decimal number. Saxon Course 1: <b>Lesson 50:</b> Decimal Number line (Tenths). Dividing by a fraction Pgs. 259-263 6.MP.1 <b>Objective:</b> Students will locate and identify decimal numbers on a number line divided into tenths. Divide a whole number by a fraction by multiplying the whole number by the fraction's reciprocal.	Review all of Domain #2 in Common Core Performance Coach	10:00 – 11:00 Science
12:00 – 12:05	Wash hands for lunch	Wash hands for lunch	Wash hands for lunch	Wash hands for lunch	Wash hands for lunch
12:05 – 12:20	Lunch	Lunch	Lunch	Lunch	Lunch

Loth

1:35 – 2:20 Writing (Kim)	RL.6.1RL.6.3RL.6.4 RI.6.1RI.6.2L.6.1a-e L.6.2a,bL.6.3a,b L.6.4a-dL.6.6W.6.3a-e W.6.4 Story: Pgs 223-235 Hi-Lo Comprehension Building Passages Spelling: Pgs 57-62 Grammar: Pgs 57-62 Jumpstarters for Grammar Jumpstartres for Capitalization and Punctuation Writing: Persuasive Writing Piece Paragraph of the Week Writing with a Purpose – Persuasive Writing Skill-building activities and Exciting Writing Lessons	RL.6.1RL.6.3RL.6.4 RI.6.1RI.6.2L.6.1a-e L.6.2a,bL.6.3a,b L.6.4a-dL.6.6W.6.3a-e W.6.4 Story: Pgs 223-235 Hi-Lo Comprehension Building Passages Spelling: Pgs 57-62 Grammar: Pgs 57-62 Jumpstarters for Grammar Jumpstartres for Capitalization and Punctuation Writing: Persuasive Writing Piece Paragraph of the Week Writing with a Purpose – Persuasive Writing Skill-building activities and Exciting Writing Lessons	RL.6.1RL.6.3RL.6.4 RI.6.1RI.6.2L.6.1a-e L.6.2a,bL.6.3a,b L.6.4a-dL.6.6W.6.3a-e W.6.4 Story: Pgs 223-235 Hi-Lo Comprehension Building Passages Spelling: Pgs 57-62 Grammar: Pgs 57-62 Jumpstarters for Grammar Jumpstartres for Capitalization and Punctuation Writing: Persuasive Writing Piece Paragraph of the Week Writing with a Purpose – Persuasive Writing Skill-building activities and Exciting Writing Lessons	RL.6.1RL.6.3RL.6.4 RI.6.1RI.6.2L.6.1a-e L.6.2a,bL.6.3a,b L.6.4a-dL.6.6W.6.3a-e W.6.4 Story: Pgs 223-235 Hi-Lo Comprehension Building Passages Spelling: Pgs 57-62 Grammar: Pgs 57-62 Jumpstarters for Grammar Jumpstartres for Capitalization and Punctuation Writing: Persuasive Writing Piece Paragraph of the Week Writing with a Purpose – Persuasive Writing Skill-building activities and Exciting Writing Lessons	Geography Project: ITALY
2:20 – 3:00	P.E./Positive Action	P.E./Positive Action	P.E./Positive Action	P.E./Positive Action	

Radell and Watson Week of October 13 - 17

## Holiday / Friedrich 7<sup>th</sup>/8<sup>th</sup> Grade Schedule for December 1-5

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:05	Welcome/Pledge/ POD	Welcome/Pledge/ POD	Welcome/Pledge/ POD	Welcome/Pledge/ POD	Welcome/Pledge/ POD
8:05-9:35	<b>Math Rotation 8<sup>th</sup></b> Common Core Performance Coach Math: <b>Lesson 20:</b> Understanding Dilations Pgs 210-217 8.G.3 <b>Objective:</b> Students will identify dilation from a drawing. Use the terms pre image and image to describe dilation. Describe the effect of dilation by using coordinates. Dilate a figure on the coordinate plane.	<b>Math Rotation 8<sup>th</sup></b> Worksheet and Kahn Academy that correspond with Common Core Performance Coach Math: <b>Lesson 20:</b> Understanding Dilations Pgs 210-217 8.G.3 <b>Objective:</b> Students will identify dilation from a drawing. Use the terms pre image and image to describe dilation. Describe the effect of dilation by using coordinates. Dilate a figure on the coordinate plane.	<b>Math Rotation 8<sup>th</sup></b> Common Core Performance Coach Math: <b>Lesson 21:</b> Using Translations, Reflections, Rotations, and Dilations Pgs. 218-228 8.G.2, 8.G.3,8.G.4 <b>Objective:</b> Students will understand how to use parallel lines and a transversal with a triangle to verify that the sum of the interior angles of a triangle is 180°. Students will find the measure of an exterior angle of a triangle using interior angle relationships.	<b>Math Rotation 8<sup>th</sup></b> Test on Translations, Rotations, Reflections, and Dilations	<b>Math Rotation 8<sup>th</sup></b> 8:00-8:15 Spelling Test 8:15-9:45 Math Study Hall
9:35-9:40	Transition./Nutrition	Transition./Nutrition	Transition./Nutrition	Transition./Nutrition	9:45-10:00 Transition/Nutrition
9:40-11:10	<b>Math Rotation 7<sup>th</sup></b> Common Core Performance Coach Math: <b>Lesson 18:</b> Drawing Geometric Shapes Pgs. 172-181 7.G.2 <b>Objective:</b> Students will understand when a unique triangle, one of many possible triangles, or no triangle can be drawn, given a set of conditions. Draw a polygon using a ruler and a protractor when given a set of conditions.	<b>Math Rotation 7<sup>th</sup></b> Common Core Performance Coach Math: <b>Lesson 19:</b> Understanding Cross Sections of Three-Dimensional Figures Pgs. 182-189 7.G.3 <b>Objective:</b> Students will describe the two dimensional figure that results when a right rectangular prism, a right rectangular pyramid, a cone, or a cylinder is sliced by a plane. Compare the shapes of different cross sections made by slicing the same three dimensional figure in different ways.	<b>Math Rotation 7<sup>th</sup></b> Common Core Performance Coach Math: <b>Lesson 20:</b> Area and Circumference of Circles Pgs. 190-197 7.G.4 <b>Objective:</b> Students will informally derive the formulas for the area and circumference of a circle. Use the formulas for the area and circumference of a circle to solve problems.	<b>Math Rotation 7<sup>th</sup></b> Worksheets that correspond to Common Core Performance Coach Math: <b>Lesson 20:</b> Area and Circumference of Circles Pgs. 190-197 7.G.4 <b>Objective:</b> Students will informally derive the formulas for the area and circumference of a circle. Use the formulas for the area and circumference of a circle to solve problems.	10:00-11:00 7 <sup>th</sup> Grade Science Review and test on Unit 1 Earth's Water
11:10-11:20	Transition./Nutrition	Transition./Nutrition	Transition./Nutrition	Transition./Nutrition	10:00-11:00 8 <sup>th</sup> Grade Science
11:20-12:15	11:20-11:30 <b>Spelling and Vocabulary</b> <b>Objective:</b> Students will learn new vocabulary weekly and be able to use it in a complete and descriptive sentence.	<b>7<sup>th</sup> Grade Reading</b> Ode to Enchanted Light Sleeping in the Forest Pgs. 169-174 RL 1, RL 2, RL 4, RL 5, W 2, W 10, SL 1 Video Link: Science of a Hurricane <b>Objective:</b> Students will be able to analyze poetic form and learn how poets use figurative language to express feelings and ideas.	<b>7<sup>th</sup> Grade Reading</b> Performance Task A Pgs. 175-178 W 3a-e, W 4, W 5, W6	<b>7<sup>th</sup> Grade Reading</b> Performance Task A Pgs. 175-178 W 3a-e, W 4, W 5, W6	Unit 3 <b>Electricity and Magnetism</b> <b>Lesson 2:</b> Electric Current Pgs. 136-143 RI 8.1, RI.8.2, SL.8.1.d <b>Objective:</b> Students will describe how electric charges flow as electric current.
	11:30-12:00 <b>Music</b>	<b>8<sup>th</sup> Grade Reading</b> Bloody Times: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis <b>Objective:</b> Students will be able to identify and analyze a compare and contrast organizational pattern in a text and understand the impact of a world's connotation on meaning. RI 1, RI 3, RI 4, RI 5, RI 6, W 2, W 7, W 8, W 9b, L 1a, L 4a, L 4d, L 5c Pgs. 177-198	<b>8<sup>th</sup> Grade Reading</b> Close Reader Civil War Journal Pgs. 63-68 <b>Objective:</b> Students will be able to identify and analyze a compare and contrast organizational pattern in a text and understand the impact of a world's connotation on meaning. RI 1, RI 3, RI 4, RI 5, RI 6, W 2, W 7, W 8, W 9b, L 1a, L 4a, L 4d, L 5c Pgs. 177-198	<b>8<sup>th</sup> Grade Reading</b> O' Captain! My Captain! <b>Objective:</b> Students will be able to recognize elegy as a poetic form and understand how extended metaphors can be used to express feelings and ideas. RL 1, RL 4, RL 5, SL 1, SL 6 Pgs. 199-202 Close Reader Pgs. None	11:00-12:00 7 <sup>th</sup> Grade Reading Performance Task A Pgs. 175-178 W 3a-e, W 4, W 5, W 11:00-12:00 8 <sup>th</sup> Grade Reading O' Captain! My Captain! <b>Objective:</b> Students will be able to recognize elegy as a poetic form and understand how extended metaphors can be used to express feelings and ideas. RL 1, RL 4, RL 5, SL 1, SL 6 Pgs. 199-202 Close Reader Pgs. None
	12:00-12:15 <b>Vocabulary Continued</b>				12:00-12:20 <b>Cleaning</b>
12:20-1:00	Lunch 7 <sup>th</sup> /8 <sup>th</sup>	Lunch 7 <sup>th</sup> /8 <sup>th</sup>	Lunch 7 <sup>th</sup> /8 <sup>th</sup>	Lunch 7 <sup>th</sup> /8 <sup>th</sup>	Lunch 7 <sup>th</sup> /8 <sup>th</sup>
1:00-1:40	<b>7<sup>th</sup> Grade Reading</b> Ode to Enchanted Light Sleeping in the Forest Pgs. 169-174 RL 1, RL 2, RL 4, RL 5, W 2, W 10, SL 1 Video Link: Science of a Hurricane <b>Objective:</b> Students will be able to analyze poetic form and learn how poets use figurative language to express feelings and ideas.	<b>7<sup>th</sup> Grade Science</b> Lesson 2: The Water Cycle Pgs. 14-25 RL.7.1, RI.7.2, W.7.3.a, W.7.3.b, W.7.3.d, W.7.3.e, W.7.4, W.7.10, SL.7.1.a, W.7.2.a, W.7.2.b, W.7.2.d, W.7.3.f, RI.7.4, L.7.6, L.7.4.a, SL.7.1.d, SL.7.4, SL.7.6 <b>Objective:</b> Students will describe the water cycle and the different processes that are part of the water cycle on Earth.	<b>7<sup>th</sup> Grade Science</b> Lesson 3: Surface Water and Groundwater Pgs. 30-41 RI.7.1, RI.7.2, W.7.4, W.7.7, W.7.10, SL.7.1.a, W.7.2.a, W.7.2.b, W.7.2.d, W.7.3.f, RI.7.4, L.7.6, L.7.4.a, SL.7.1.d, SL.7.4, SL.7.6 <b>Objective:</b> Students will describe the water cycle and the different processes that are part of the water cycle on Earth.	<b>7<sup>th</sup> Grade Science</b> Lesson 3: Surface Water and Groundwater Pgs. 30-41 RI.7.1, RI.7.2, W.7.4, W.7.7, W.7.10, SL.7.1.a, W.7.2.a, W.7.2.b, W.7.2.d, W.7.3.f, RI.7.4, L.7.6, L.7.4.a, SL.7.1.d, SL.7.4, SL.7.6 <b>Objective:</b> Students will describe the water cycle and the different processes that are part of the water cycle on Earth.	1:00-1:30 P.E. Football route running and throwing. <b>Objective:</b> Students will perform basic football routes to gain proficiency in catching a ball while in motion. Students will throw a football to a moving target focusing on accuracy and fundamentals of movement. SI.c 3.PO 6. Adequately employs off-the-ball movement
	<b>8<sup>th</sup> Grade Reading</b> The Drummer Boy of Shiloh With Video: Battle Of Shiloh <b>Objective:</b> Students will be able to identify and analyze the key elements of historical fiction and examine how authors create mood in a story. RL 1, RL 2, RL 3, RL 4, SL 1, SL 2, SL 4, L 1c, L 4a, L 5a, L 6, W 7, W 8	<b>8<sup>th</sup> Grade Science Motion Forces and Energy</b> Test on Unit 2	<b>8<sup>th</sup> Grade Science</b> Unit 3 <b>Electricity and Magnetism</b> <b>Lesson 1:</b> Electric Charge and Static Electricity Pgs. 126-135 W.8.7, RI.8.1, RI.8.2, RI.8.4 <b>Objective:</b> Students will describe electric charges in objects and distinguish between electrical conductors and insulators.	<b>8<sup>th</sup> Grade Science</b> Unit 3 <b>Electricity and Magnetism</b> <b>Lesson 1:</b> Electric Charge and Static Electricity Pgs. 126-135 W.8.7, RI.8.1, RI.8.2, RI.8.4 <b>Objective:</b> Students will describe electric charges in objects and distinguish between electrical conductors and insulators.	
1:40-2:20	<b>7<sup>th</sup> Grade Social Studies</b> Industrial Revolution: 7th- Revolutions in the Americas RH.1-4, RH. 8-9, W.1b, W.1c, WHST.9, SL.1-2, RI. 1-2, RI. 4-5, RI. 8-9, RST.2, RST.5 <b>Objective:</b> Students will learn about revolutions that were going on in all of the Americas during the 1800's.	<b>7<sup>th</sup> Grade Social Studies</b> Blazing Trails: Oregon Trail, California Trail, Mormon Trail, and Trail of Tears. PO 1. <b>Objective:</b> Identify reasons (e.g., economic opportunity, political or religious freedom) for immigration to the United States. RH.1-4, RH. 8-9, W.1b, W.1c, WHST.9, SL.1-2, RI. 1-2, RI. 4-5, RI. 8-9, RST.2, RST.5	<b>7<sup>th</sup> Grade Social Studies</b> Blazing Trails: Oregon Trail, California Trail, Mormon Trail, and Trail of Tears. PO 1. <b>Objective:</b> Identify reasons (e.g., economic opportunity, political or religious freedom) for immigration to the United States. RH.1-4, RH. 8-9, W.1b, W.1c, WHST.9, SL.1-2, RI. 1-2, RI. 4-5, RI. 8-9, RST.2, RST.5	<b>7<sup>th</sup> Grade Social Studies</b> Blazing Trails: Oregon Trail, California Trail, Mormon Trail, and Trail of Tears. PO 1. <b>Objective:</b> Identify reasons (e.g., economic opportunity, political or religious freedom) for immigration to the United States. RH.1-4, RH. 8-9, W.1b, W.1c, WHST.9, SL.1-2, RI. 1-2, RI. 4-5, RI. 8-9, RST.2, RST.5	1:30 Dismissal

## Holliday/Friedrich 7<sup>th</sup>/8<sup>th</sup> Grade Schedule for November 24-28

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:05	Welcome/Pledge/ POD	Welcome/Pledge/ POD			
8:30-10:00	ELA Assessment: Writing and Grammar	ELA Assessment: Vocabulary and Reading			
10:00-10:30	Transition/Snack	Transition/ Snack			
10:30-12:20	Math Assessment 7 <sup>th</sup> Science Assessment 8 <sup>th</sup>	Math Assessment 8 <sup>th</sup> Science Assessment 7 <sup>th</sup>	NO SCHOOL THANKSGIVING BREAK	NO SCHOOL THANKSGIVING BREAK	NO SCHOOL THANKSGIVING BREAK
12:20-1:00	Lunch	Lunch -Potluck			
1:00-1:40	<b>7<sup>th</sup> Grade Reading</b> Big Rocks' Balancing Act <b>Objective:</b> Students will be able to analyze elements of an expository essay and its structure. RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, W 7, SL 4, L 1a, L 4b, L 6	<b>7<sup>th</sup> Grade Reading</b> Big Rocks' Balancing Act <b>Objective:</b> Students will be able to analyze elements of an expository essay and its structure. RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, W 7, SL 4, L 1a, L 4b, L 6			
	<b>8<sup>th</sup> Grade Reading</b> Harriet Tubman: Conductor on the Underground Railroad With Video: America: The Story of Us: Harriet Tubman and the Underground Railroad <b>Objective:</b> Students will be able to analyze methods of characterization in a biography and analyze the author's craft. RI 1, RI 3, RI 4, RI 5, W 7, W 9b, SL 1a, SL 4, L 1c, L 3a, L 5b, L 6	<b>8<sup>th</sup> Grade Reading</b> The Drummer Boy of Shiloh With Video: Battle Of Shiloh <b>Objective:</b> Students will be able to identify and analyze the key elements of historical fiction and examine how authors create mood in a story. RL 1, RL 2, RL 3, RL 4, SL 1, SL 2, SL 4, L 1c, L 4a, L 5a, L 6, W 7, W 8			
1:40-2:20	<b>Social Studies 7<sup>th</sup></b> Industrial Revolution: 7 <sup>th</sup> - Revolutions in the Americas RH.1-4, RH. 8-9, W.1b, W.1c, WHST.9, SL.1-2, RI. 1-2, RI. 4-5, RI. 8-9, RST.2, RST.5 <b>Objective:</b> Students will learn about revolutions that were going on in all of the Americas during the 1800's.	<b>Social Studies 7<sup>th</sup></b> Industrial Revolution: 7 <sup>th</sup> - Revolutions in the Americas RH.1-4, RH. 8-9, W.1b, W.1c, WHST.9, SL.1-2, RI. 1-2, RI. 4-5, RI. 8-9, RST.2, RST.5 <b>Objective:</b> Students will learn about revolutions that were going on in all of the Americas during the 1800's.			
	<b>Social Studies 8<sup>th</sup></b> - Chapter 5 Congress: the Legislative Branch Section 2 The Powers of Congress RH.1-4, RH. 8-9, W.1b, W.1c, WHST.9, SL.1-2, RI. 1-2, RI. 4-5, RI. 8-9, RST.2, RST.5 <b>Objective:</b> Students will learn how congress represents the people of our country and what powers congress holds.	<b>Social Studies 8<sup>th</sup></b> - Chapter 5 Congress: the Legislative Branch Section 3 The House of Representatives RH.1-4, RH. 8-9, W.1b, W.1c, WHST.9, SL.1-2, RI. 1-2, RI. 4-5, RI. 8-9, RST.2, RST.5 <b>Objective:</b> Students will learn how the house of representatives represents the people of our country and what powers the house holds.			
2:20-3:00	<b>Science 7<sup>th</sup></b> Unit 4: The Restless Earth 6-8 RST.1, 2, 4, 5, 8, & 10 All Labs: 6-8 RST.3, 6, 7, & 9 Review	<b>Science 7<sup>th</sup></b> Unit 1 Earth's Water All Labs: 6-8 RST.3, 6, 7, & 9, All Text related lessons: 6-8 RST.1, 2, 4, 5, 8, & 18 Lesson 1: Water and its Properties Pgs. 4-13 RI.7.1, RI.7.2, RI.7.4, L.7.6, L.7.4.a <b>Objective:</b> Students will describe water's structure, its properties, and its importance to Earth's systems.			
	<b>8<sup>th</sup> Grade Science</b> <b>Science Unit 2 Work, Energy, and Machines</b> <b>Lesson 3: Machines</b> Pgs. 102-115 W.8.2.a, RI.8.2, RI.8.4, SL.8.1.a, SL.8.1.d <b>Objective:</b> Students will describe different types of simple machines and to calculate the mechanical advantages and efficiencies of various simple machines.	<b>8<sup>th</sup> Grade Science</b> <b>Science Unit 2 Work, Energy, and Machines</b> <b>Lesson 3: Machines</b> Pgs. 102-115 W.8.2.a, RI.8.2, RI.8.4, SL.8.1.a, SL.8.1.d <b>Objective:</b> Students will describe different types of simple machines and to calculate the mechanical advantages and efficiencies of various simple machines.			
3:00-3:45	Hw Club				

## Staffing Chart

Use the appropriate table below to outline the staffing plan for the proposed school. Adjust or add functions and titles and add or delete rows as needed.

### Elementary School Staffing Model and Rollout

Title	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020	Capacity 2022	Salary Range
School Director	1	1	1	1	1	1	50,000
Assistant School Director	1	1	2	2	2	2	42,000
Add'l School Leadership Position 1 [specify]							
Add'l School Leadership Position 2 [specify]							
Add'l School Leadership Position 3 [specify]							32,000- 40,000
Classroom Teachers (Core Subjects)	4	5	5	6	6	6	
Classroom Teachers (Specials)							
Student Support Position 1 [specify: <i>e.g.</i> , Social Worker]	3 (HQ paraprof essional)	4 (HQ paraprof essional)	4(HQ paraprof essional)	4(HQ paraprof essional)	4(HQ paraprof essional)	42(HQ paraprof essional)	16,000
Student Support Position 2 [specify]							
Specialized School Staff 1 [specify]							
Specialized School Staff 2 [specify]							
Teacher Aides and Assistants							
School Operations Support Staff	1.5	1.5	1.5	1.5	1.5	1.5	32,000
<b>Total FTEs</b>	<b>10.5</b>	<b>12.5</b>	<b>13.5</b>	<b>14.5</b>	<b>14.5</b>	<b>14.5</b>	
<b>Total Salaries</b>	<b>328,000</b>	<b>404,000</b>	<b>436,000</b>	<b>486,000</b>	<b>486,000</b>	<b>486,000</b>	

### Middle School Staffing Model and Rollout

Title	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020	Capacity 2022	Salary Range
School Director							
Assistant School Director/ school behavioral expert, counselor	1	1	1	1	1	1	50,000
Add'l School Leadership Position 1 [specify]							
Add'l School Leadership Position 2 [specify]							
Add'l School Leadership Position 3 [specify]							
Classroom Teachers (Core Subjects)	2	2	3	3	3	3	40,000
Classroom Teachers (Specials)							
Student Support Position 1 [specify: <i>e.g.</i> , Social Worker]							
Student Support Position 2 [specify] paraprofessionals	2	2	2	2	2	2	16,000
Specialized School Staff 1 [specify] special education teacher	1	1	1	1	1	1	40,000

Specialized School Staff 2 [specify]							
Teacher Aides and Assistants							
School Operations Support Staff	0.5	0.5	1	1	1	1	32000
<b>Total FTEs</b>	<b>6.5</b>	<b>6.5</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	
<b>Total Salaries</b>	<b>210,000</b>	<b>210,000</b>	<b>274,000</b>	<b>274,000</b>	<b>274,000</b>	<b>274,000</b>	

### High School Staffing Model and Rollout

Title	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__	Year 5 20__	Capacity 20__	Salary Range
School Director							
Assistant School Director							
Dean(s)							
Add'l School Leadership Position 1 [specify]							
Add'l School Leadership Position 2 [specify]							
Add'l School Leadership Position 3 [specify]							
Classroom Teachers (Core Subjects)							
Classroom Teachers (Specials)		1	2	3	4	4	40,000
Student Support Position 1 [specify: e.g., Social Worker]							
Student Support Position 2 [specify]							
Specialized School Staff 1 [specify]							
Specialized School Staff 2 [specify]							
Teacher Aides and Assistants			1	1	2	3	16,000
School Operations Support Staff							
<b>Total FTEs</b>		1	3	4	6	7	
<b>Total Salary</b>		40,000	96,000	136,000	176,000	210,000	

**In Attachment K (1 page limit), describe a typical school day from the perspective of a student in a grade that will be served in the proposed school's first year of operation.**

Student walks into school at 7:45, sets belongings down in classroom and goes to the kitchen to grab a free breakfast. Student goes into class to eat breakfast and then plays on the playground until the bell rings for class to begin. Student listens to daily board work and then goes into small learning group where they are working on fractions. Student listens to interactive lesson and raises hand to participate several times. Student is excited to use hands on fraction materials and is surprised how it all makes sense with the use of the manipulatives. After math rotations, student engages in whole group art activity, followed by foreign language. After foreign language, the students are excused for lunch and recess. Lunch is served family style followed by play time. After playtime, the student goes back into class and begins language arts rotations. First the students read leveled readers, then have a discussion and practice dissecting the text, in another language small group the student finds important vocabulary from the text and works with group on vocabulary activity. After language arts rotations the students come together for a whole group science lesson with experiments set up around the room. The student is excited to engage in all of the experiments. Finally the student goes to the field for PE. After PE many students are excused at dismissal unless they would like to stay for homework club. This student stays and gets help from teacher. The student completes most homework before they get home. Then parent comes to pick student up and he leaves.

**In Attachment L (1 page limit), describe a typical school day from the perspective of a teacher in a grade that will be served in the proposed school's first year of operation.**

The Teacher clocks in at 7:25, grabs a cup of coffee and heads into the classroom. The teacher reviews lesson plans and ensures with paraprofessional that all materials are prepared for the day. The teacher writes morning board work on the board, and prepares classroom. At 8:00 am all of the students come in and are individually greeted by the teacher. Teacher discusses board work then prepares for small group instruction. Teacher teaches main math lesson then students break out into small group for learning extensions. Teacher teaches manipulative lesson, while para teaches hands on extensions as well. After math, Teacher instructs group in art project and foreign language. Teacher stays in class while students eat lunch and teaks lunch break during recess. When teacher returns, students are again in small groups for direct instruction of language arts materials. Teacher teaches main lesson, and para teaches extension in small leveled groups. After language arts, teacher sets up experiments for science project and teaches science lesson. After science, students leave for PE and dismissal while teacher and para clean up class and prepare for the next day.

- Cynthia Johnson — Founder and Principal of Acorn Montessori Charter Schools- Excelling schools built in low-income areas, 19 years of teaching experience, 12 years experience as a Principal, and proficient grant writer, program and curriculum developer with leadership qualities evident. Developed a unique curriculum that is a modern blend of current McGraw Hill Literature, Saxon Mathematics, Common Core Science, Writing Standards and Montessori Philosophy all aligned with the United States Educational Standards. Able to bring low performing student populations up to surpass standards at multiple sites.
- Mrs. Johnson and her husband, coworker Keith Johnson became a resident of Captain Cook Hawaii in 2011.
  - Contact information: above
  - Mrs. Johnson has successfully founded, managed and is the active Principal/Director at two high performing Charter Schools. She has the experience and knowledge necessary to develop programs that combine state standards with kinesthetic teaching in a small group direct instruction setting. Mrs. Johnson is Montessori trained and passionate about bringing the Montessori philosophy blended with traditional Common Core Standards to communities in need of high quality alternatives to public education. Mrs. Johnson has developed and implemented programs such as a physical fitness program, a nutrition program, the Fresh Fruit and Vegetable Nutrition grant program, a competitive sports program, and the implementation of Common Core Standards 2012, Brain Gym and Panoramic programs in Geography, Zoology and Botany. Acorn Montessori was awarded the “Best of Prescott Valley Schools” award for four consecutive years (2008-2011) while being managed by Mrs. Johnson. Acorn has grown from 47 students upon its foundation in 2000 to 485 students in 2014. Mrs. Johnson is a dedicated Teacher, Principal/Director, and School Founder.

Official resume available upon request

- Amber Herres— Psy.D in School Psychology (in progress (graduation date August 2016) M.A. in Counseling Psychology with emphasis on Child Development at Pacific University, B.A, in Psychology with emphasis on Child Development at University of Hawaii at Manoa, Vice Principal, wellness teacher with experience in grant writing, providing therapy/counseling services to children and families in low income community mental health settings, empirical research in child psychology, Acorn Montessori School Board member, teacher's assistant , summer school teacher and program/curriculum developer
  - Contact Information: [amberherres@gmail.com](mailto:amberherres@gmail.com) (928) 458-5146

Mrs. Herres has extensive knowledge of Childhood Development and Mental Health, which is paramount to the development and implementation of a quality education program. She has experience working in the classroom and clinical setting. Mrs. Herres has an enthusiasm for supporting the lives of children their families and community. Mrs. Herres is passionate about engaging the entire family and community in education. She has developed and implemented, “Positive Parenting” programs and is a great asset to schools. Mrs. Herres also has grant writing experience, which is important in the development and maintenance of Charter Schools

Official resume available upon request