



Synergy Academy Chartered Public School
July 29, 2022

Projected Opening: Fall 2023
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| | Synergy Academy Projected Grade Level Enrollment | | | | |
|--------------------|---|---------------|---------------|---------------|---------------|
| Grade Level | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| 9th | 32 | 32 | 32 | 32 | 32 |
| 10th | 32 | 32 | 32 | 32 | 32 |
| 11th | | 32 | 32 | 32 | 32 |
| 12th | | | 32 | 32 | 32 |
| Total | 64 | 96 | 128 | 128 | 128 |

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SECTION III. INTRODUCTION

A. General description and proposed or potential location

Synergy Academy Chartered Public School will be a grade 9-12 high school located in New Hampshire and serving students from the Greater Concord Area. With the ultimate goal of enrolling up to 128 students, Synergy Academy Chartered Public School will emphasize serving students from disadvantaged and underserved populations using a personalized and individualized model. Synergy Academy Chartered Public School will also take a unique partnership approach, working with nonprofit, educational, and government partners to provide wraparound student services.

Synergy understands that many of our students have been marginalized in their current learning environment and face adversity inside and outside the classroom. These students are at high risk of poverty, dropping out of high school, and showing low literacy rates. Many of the underserved students we will recruit have not received equitable resources as other students in their current educational environment. These groups of students include low-income, underrepresented racial/ethnic minorities, special education students, as well as first-generation students. Based on historical data we anticipate that roughly 60% of our student body will be eligible for Free and Reduced Lunch (FRL).

Synergy's Wraparound service approach is designed to give a student the support he or she needs throughout the school day, whether the support is academic, social, or behavioral. We will take a comprehensive approach, directly involving all relevant parties in the identification, development, and implementation of the student's learning plan. We will engage family members, students, teachers, school administrators, counselors, and any relevant individuals directly involved in the life of the child, in the development of his or her learning plan.

Students will be provided opportunities for physical growth through recreational activities, and mental health growth through one-on-one counseling support. We will also engage families that are suffering from food insecurities and work with local food banks to provide support to students as well as families in need. We will implement before and after-school programming to address many of these student needs (i.e. Physical/mental health supports, academic tutorials, food needs, etc...). These needs will also be met in the classroom through an individualized approach that removes many of our students' obstacles to learning.

B. The name, address, telephone, and fax numbers, and email address of a contact person

Jorge Santana, LICSW
Address: 8 Autumn Drive, Concord, NH 03301
Phone: (781) 706-2272
Email: jsantana.licsw@gmail.com
Fax: N/A

C. An identification of the eligible person(s) or entity of the applicant from among those listed in RSA 194-B:3, V.: Synergy Academy Chartered Public School is applying with a group of 10 parents, per RSA 194-B:3, V(c). The names of these parents are:

1. Adrienne Evans
2. Peter Evans
3. Sarah Aiken
4. Alex Koutroubas
5. Cynthia Koutroubas
6. Ahni Malachi
7. Cindy Payne
8. Briana Smith
9. Stephanie Sarabia
10. John Higgins

D. Education Vision and Mission Statement

The **Mission** of Synergy Academy Chartered Public School is to activate and nurture the inherent talent and potential of our students, using individualized educational plans and experiential learning to empower students with tools to navigate their futures and achieve their academic goals.

The primary purpose of Synergy Academy is to offer student-centered academics to students who have faced challenges in a traditional high school setting. We will actively engage students in a robust personalized course of study, concepts, skills, and dispositions to real-world problems, the authentic performance of mastered competencies, and meaningful relationships with the adult community through personal advisors, mentors, apprenticeships, and hands-on service learning.

Vision: All students in the greater Concord area have access to high-quality academic and support resources that meet their individual needs and cultivate their individual goals and talents. Students from a variety of socio-economic, educational, and cultural backgrounds learn and grow together in a safe community, and gain the tools, skills, and resiliency necessary to thrive in a rapidly changing world.

E. A summary of the school's focus, including a description of the characteristics, methods, and goals of the school.

Synergy Academy Chartered Public School's goal is for all of our students to graduate from high school and live purposeful, fulfilling lives, as evidenced by: Economic Self Sufficiency & Efficacy; Career Fulfillment & Success; Optimal Mental and Physical Health; Healthy Relationships; Active Civic & Community Engagement; and Lifelong Growth Mindset. Synergy's targeted, individualized approach is even more needed and important in the current educational climate, as students struggle to recover from learning disruptions and learning loss caused by COVID-19 shutdowns. These methods will always be applicable but will be especially vital for the next decade as these students continue with their education.

Synergy Academy Chartered Public School will employ the following methods:

Holistic: We first begin by understanding that students' lived experiences, needs (informed by Maslow's Hierarchy) and overall well-being impact their behavior and ability to learn. We will address this through a trauma-informed staff, mental health services, advisory communities, counseling services, case management, and a relationship-centric community.

Behavioral: Secondly, we know that behaviors manifest from students' holistic health (physical and mental). We support and address behavior through restorative justice and a trauma-informed environment. We treat behavior like we would treat literacy or numeracy, as something that must be learned through consistency, differentiation, error, and data-driven direction.

Instructional: Thirdly, and only once the previous two categories are nurtured, can we address the instructional component of student learning. We use competency-driven, Project Based Learning (PBL) to ensure education is provided through engaging, relevant, and cross-curricular content. We use mastery-based grading to elicit a growth mindset and to support our students through the necessary trial and error that it takes to be successful in the 21st century. Additionally, we use 13 core competencies to drive our interdisciplinary instruction so that our students see their course disciplines as all being interactive and overlapping tools that can be used in conjunction to solve some of the world's most challenging problems.

Individual Student Goals: This component of the diagram designates that we empower our students with the tools needed to reach their own individual goals. We partner with our students and their support teams to formulate a goal that will drive our students toward happy and independent adulthood. We understand that without a clear goal, there is no way to ensure targeted growth.

Community-Based Service-Learning: Students will have the opportunity to earn credits towards their diploma while engaging in adaptive community-based service-learning opportunities. These will include:

1. *Students will be required to complete a certain number of community service hours before graduating.*
2. *Community service objectives will be personalized and tied to students' individual learning plans.*
3. *Program / school-supported community service activities will be offered by and in partnership with local community partners.*

F. Target Population

Our target population are high school-aged youth who, for whatever reason, are not thriving at their district schools. Any young person and family that can benefit from an individualized learning plan, attuned to that specific student that is based on experiential learning through engaging with their community. Our specialized support and attention to individualization and family engagement, attract students and families with needs that are not being met at their district schools. Whether these challenges are based on special education needs, safety, economics, or lack of individualized attention, our school can provide the environment and support they are looking for. We expect to target young people and families that are facing conflict with their district school and are at risk of dropping out.

G. Measurable Goals and Objectives for school opening and a timeline for school implementation

| Goal | Timeline | Deliverable |
|--|-------------------------|--|
| Recruit and formalize executive committee for school launch (COMPLETED) | June 2021 | Executive Committee |
| Letter of Intent (COMPLETED) | June 2021 | Letter of Intent |
| First Draft of Charter School Application (COMPLETED) | March 2022 | Full Draft |
| Submission of Charter School Application (COMPLETED) | August 2022 | Charter School Application |
| Apply for NH new charter grant (COMPLETED) | August 2022 | Submitted Grant Application |
| Receive approval for NH Public Charter School | January 2023 | State of NH School Charter Approval |
| Apply for Federal Tax Exempt (501c3) status | January 2023 | Submitted 501c3 application |
| Implement year one of five year fundraising plan | January - December 2023 | Raise necessary funds for school and programming |
| Hire leadership staff with signed contracts | October 2022 | Hire executive director and leadership team |
| Secure location for campus | February 2023 | Purchase or obtain long term lease for school |
| Launching marketing and outreach campaign | March 2023 | Website, marketing packet, recruitment packet, partner MOU's |
| Hire staff and faculty | April 2023 | Secure contracts |
| On-board staff, training | June-August 2023 | Staff on board, complete school launch training |
| School launch | August 2023 | First day for students! |

H. Projected student enrollment for each of the first 5 years of operation.

| Year of Operation | Projected Enrollment |
|--------------------------|-----------------------------|
| 2023 | 64 |
| 2024 | 96 |
| 2025 | 128 |
| 2026 | 128 |
| 2027 | 128 |

Following year 5, enrollment targets and capacity will be revisited to determine appropriate enrollment numbers moving forward. These projections are based on the experience of our Founders in collaboration with local districts. We have parents and community members that are extremely interested in Synergy. We also understand that we will be the only Public Chartered School in the greater Concord area serving this population of students. Synergy is free and open to any student in NH and we will recruit from the Memirmac Region of the state. Our target commute would be within 30 minutes of Concord.

I. Students to be served: grade/age levels, maximum number, and other information about pupils to be served.

Synergy Academy is a four-year high school program serving students in the greater Concord area. We will focus on students looking for an alternative to their current educational path and anticipate a maximum of 128 students.

The chart below shows an even breakdown across all grades for enrollment. We recognize that over time these numbers will fluctuate. Our goal would be to have 100% retention. However, students moving, changing schools, opting for the HiSET programming, or graduating early may affect these numbers, especially in the upper grades. We feel this will balance out over time as many of our students may not start their high school career with Synergy Academy and rather join us in their Junior or Senior year of high school. If needed we would increase enrollment activities/numbers for our freshman classes, through local district Middle School collaboration and recruitment. We would also keep an open enrollment for all students throughout the school year.

| | Synergy Academy Grade Level Projected Enrollment | | | | |
|--------------------|---|---------------|---------------|---------------|---------------|
| Grade Level | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| 9th | 32 | 32 | 32 | 32 | 32 |
| 10th | 32 | 32 | 32 | 32 | 32 |
| 11th | | 32 | 32 | 32 | 32 |
| 12th | | | 32 | 32 | 32 |
| TOTAL | 64 | 96 | 128 | 128 | 128 |

J. Educational Need – How is this school different than district public schools and will it be located in an underserved community for educationally disadvantaged, at-risk students?

Synergy Academy Chartered Public School will be focused on providing a learning environment for students who have not been successful in their district public schools and/or are disengaged and disenfranchised from their education. We want to serve as an option for those young people and families looking for an alternative to the culture and educational approach of their district school. Our goal is to provide an educational experience based on a youth development lens, with an integrated service model that serves the spectrum of developmental needs of students including a rigorous education. We will serve as a “one-stop-shop” for our students and families, building a community of supportive adults and service providers. This is the most efficient and impactful way for us to best support our underserved community of educationally disadvantaged and at-risk students.

Synergy understands that today’s families have a higher expectation for choice, personalization, and customization of their child’s education. They’re interested in the quality of their child’s overall experience, and the support they receive in and out of the classroom. Synergy’s one-stop shop pulls together the necessary support and resources to provide an integrated educational environment for all students. We will take a systematic approach to coordinate services that will help Synergy tailor the support they provide so every student has the right mix of services for them. We will take a whole-child approach and provide wrap-around support to address students’ barriers to learning. Our program will provide students with additional support and opportunities to learn. Our Wrap Around service model has many key components: needs assessments, student support coordination, community partnerships, life skills, data tracking, and integration of the personalized plan into the classroom. Synergy will coordinate a wide range of support for students, which may include behavioral health services, housing support, mentoring, and childcare, among many others. Some services may be provided by the school, while others are provided through community partnerships.

K. Any reasons why the prospective board of trustees believes RSA 194-B:3, XII relative to a shortening of deadlines may apply to this case.

Due to the strict requirements of RSA 194-B:8, II, any facility will need to be built or brought up to code to comply with all state and federal health and safety laws, rules, and regulations meeting the requirements of ED 321.23(u) and (v). Because of the importance of the physical space in the future success of the school, we ask for an expedited decision regarding the application of Synergy Academy Chartered Public School so as to enable the timely acquisition and/or retrofit of an appropriate space.

SECTION IV. GOVERNANCE

A. Governing Board: roles, responsibilities, qualifications, skill set, experience.

Our governing board will consist of a diverse representation of community leaders and stakeholders with successful organizational, legal, financial, healthcare, business, and educational experience to ensure that the school is built with a strong foundation with a broad reach throughout the surrounding community.

Synergy Academy Chartered Public School will file for 501(c)(3) status once this charter application is approved in accordance with RSA 194-B:1, IV. In accordance with RSA 194-B: 5, Synergy Academy Chartered Public School will be governed by a Board of Trustees (“Board”) no less than five members and no more than nine who will be responsible for maintaining oversight of school operations. The Board has a statutory responsibility for reporting the progress and achievement of Synergy Academy Chartered Public School’s stated goals. The Board will serve as custodians of the Mission and Vision for Synergy Academy Chartered Public School, provide fiscal and legal oversight and guidance to the Executive Director, foster community support, and seek out fundraising opportunities for the school.

Brief biographical information of the Synergy Academy Chartered Public School. Board of Trustees attached as Appendix C.

The Board shall have direct oversight of School operations and work through the Executive Director to ensure the vision, mission, and financial health of the School supports the values set forth by the founding members in accordance with guidance from the Trustees. The Board shall have the responsibility to enter into contracts for, approve payments from, and borrow against the credit of the School. The Board shall also have the authority to hire and/or terminate personnel.

It shall be the responsibility of the **Executive Board Chair** (Chair), in general, to supervise and conduct all activities and operations of the Synergy Academy Chartered Public School. The Chair shall be empowered to act, speak for, or otherwise represent the Synergy Academy Chartered Public School between meetings of the Board. The Chair, at all times, is authorized to contract, receive, deposit, disburse, and account for all funds of the Synergy Academy Chartered Public School, to execute in the name of Synergy Academy Chartered Public School all contracts and other documents authorized either generally, or specifically by the Board to be executed by the Synergy Academy Chartered Public School, and to negotiate any and all material business transactions of the Synergy Academy Chartered Public School.

The **Vice-Chair** shall have the powers and duties of the Chair in his/her absence or for the duration of the disability, and any other powers and duties assigned by the Board.

The **Secretary** shall keep a true record of each Board meeting, make any required reports to the State of New Hampshire, and carry out duties as required by law.

The duties of the **Treasurer** of Synergy Academy Chartered Public School are outlined in the New Hampshire statutes relating to public schools.

The **Board of Trustees** are responsible for ensuring that the mission and vision of the school stay focused over time. They are pillars of the community, continually working to build support for the school through their strong network of educational, financial, and community relationships. They will also provide fiscal oversight and administrative direction to school employees. The Board will be responsible for working with Synergy Academy Chartered Public School staff to ensure that day-to-day operations are carried out in an efficient, fiscally responsible manner, final personnel decision-making authority with a recommendation from the Executive Director and senior staff, and conflict resolution within the student, faculty/staff, and local education communities.

Staggered terms of two years and three years will be established by the Synergy Board with appointments to be made by a 2/3 majority vote of existing Trustees.

- *Synergy Board members may serve two 3-year terms*
- *Synergy Board members may serve three 2-year terms*
- *Synergy Board members are eligible to be re-nominated after a year off the board*
- *Synergy Board members may continue to serve on committees.*

The Board will develop subcommittees, composed of at least one board member and at least one staff member per committee, as it deems necessary to pursue specific topics and report back to the larger board for action. Initial subcommittees will include Executive, Finance, Program and Curriculum, Personnel, Community Engagement, Development/Fundraising, and others as needed.

With the support of the student body, Synergy Academy will develop guidelines, protocols, and training activities for students engaged in Board or committee responsibilities.

B. Method by which Trustees and their terms are determined

The founding Board of Trustees will nominate and elect by majority vote the initial Chair of the Board for Synergy Academy Chartered Public School. Board member selection will be based on personal and professional background and a commitment to Synergy Academy Chartered Public School's vision and mission, support, and sustainability. As vacancies arise, remaining Trustees will appoint new Trustees whose educational vision most closely aligns with the mission and vision of the Synergy Academy Chartered Public School. The Board shall consist of no less than five members, with a maximum of nine. Three of the Board positions shall have alternating three-year terms; two of the Board positions shall have alternating two-year terms; and the remaining positions shall have one-year terms. The Trusteeship is further outlined in the table below:

| Synergy Academy Board Term Membership | |
|--|--|
| (3) Three-year term | (2) Community Representative (1) Parent |
| (2) Two-year term | (1) Local Education Representative (SAU #) (1) Parent |
| (4) One-year term | (1) Upper Grades Faculty Representative (1) Lower Grades Faculty Representative (2) Parent or Community Representative |

C. Board of Trustees By-Laws

See Appendix D.

D. Organizational Structure and Growth Plan

The developers of the school, Synergy Academy Chartered Public School, will empower and establish a formal Board within two months of authorization. The Board will immediately begin functioning in accordance with its Bylaws, meeting monthly or more frequently as needed to ensure the successful implementation of the school's program by August 2023.

Synergy Academy's plan for organizational growth includes the following steps:

- Election of Board officers.
- Review of and implementation of a comprehensive fundraising plan for pre and post-opening of the school.
- Preparation of detailed and if necessary revised budget for school operations.
- Hiring of the Executive Director, Facilities Director, and Operations and Billing Director.
- Set up the Board Executive Committee, to consist of the Chair and Vice-Chair of the Board, Executive Director, and Treasurer.
- Set up other committees as designated in the Bylaws.
- Personnel committee along with the Executive Director will hire a Director of Curriculum and Instruction, Director of Program and Community Engagement, and Director of Fundraising and Communication six months into the launch of the planning period.

The Board will ensure that preparation for delivering the curriculum and programming is completed by April 2023, including but not limited to decisions/steps in regard to enrollment; student transportation; course schedules; adjunct/part-time faculty; classroom supplies/equipment; extracurricular activities. The Board will direct the Executive Director and the Community and Engagement Director to initiate a process for forming the Guardian and Student Council within a month of school opening. The Board will focus on developing an advisory committee during the first year of operations where advisory members will join set committees. Focus during the first five years of operation will be on the strengthening of our internal processes and policies to ensure continuous

improvement through a process of self-evaluation and consultation with other charter schools, the Department of Education, and the NH Alliance for Charter Schools. We will continue to develop and refine daily policies, procedures, and practices in our program and strengthen the faculty and administration through professional development. Supplemental programming during the school day will be developed to meet the needs of our students.

The first five years allows for modest growth in the student population up to a maximum of 30 per grade. We will begin with 9th and 10th grade, then add an additional high school class until we have a complete 4-year high school in year three. Each of these steps will be undertaken after careful evaluation of our already existing program to ensure the delivery of a high-quality educational experience for all students. As the school grows, faculty and administrative staff will be added to support school needs (goal of having no larger than a 1:16 teacher-student ratio). Additional programs such as before and after care will also be developed to meet the needs of our families.

Synergy Charter Academy's organization chart (below) includes several director positions; while these may appear to be "top-heavy" or admin-heavy, these job descriptions are specifically tailored to support both student success and school stability. All director positions include direct service and face-to-face engagement with our students, including special education services and classroom teaching, allowing us to maintain a staff/student ratio of 1:16. Direct service will comprise up to 50% of each job description. Details on each role are as follows:

The **Curriculum and Instruction Director** will serve as our lead teacher and also play a role in Extended Learning Opportunities, leveraging our community relationships and ensuring academic rigor. They will serve as a bridge between the teachers and Community and Engagement Director, ensuring lessons and assessments are taking advantage of real-life applications through our community partners.

Our **Community Engagement Director** will facilitate our life skills groups, which will provide students with practical and necessary skills that support healthy adulthood as well as credits towards graduation. This role will also be a point of working with students around internships, job shadows, and extended learning opportunities. The Director's focus will be on building and stewarding relationships with community partners to provide opportunities for our young people.

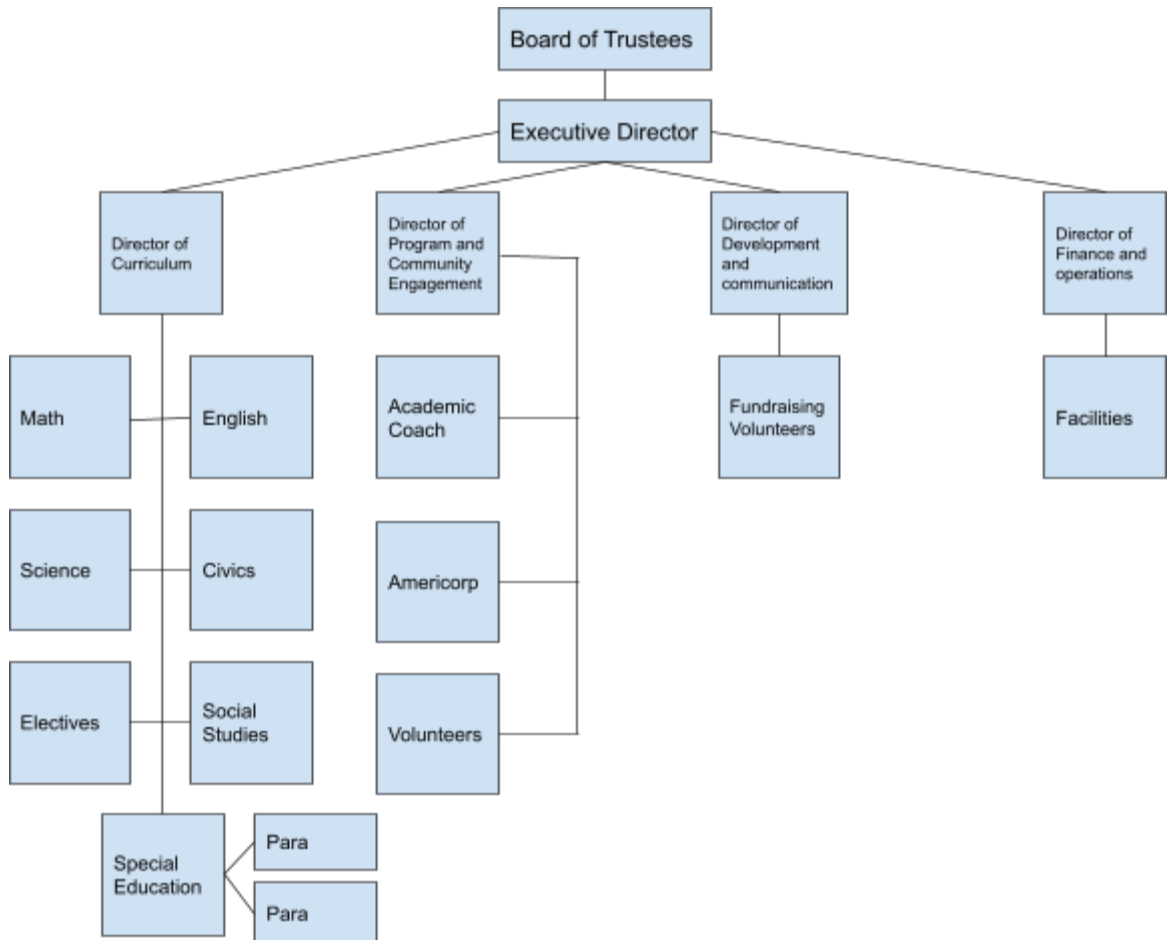
The **Development Director** will collaborate with the Community and Engagement Director around our integration of students into the community. This role will help foster and grow community partnerships and work towards engaging them as donors. This role will also support teachers with lessons on marketing, budgets, communication, and other practical hard skills. This engagement will strengthen the ability of our Development Director to both fundraise and advocate for our students and families.

The **Executive Director** will lead family engagement and restorative justice practices for the school, ensuring that they remain connected and engaged with the students and families they are serving. This will allow for opportunities for instant feedback as well as to build and promote a culture within the school and the community it serves.

Synergy will assign staffing based on data from Lexile scores, Achieve 3000, assessments, special education needs, and student and family input. Data will be reviewed quarterly and presented to stakeholders before any changes are made, and ultimately be made available to other schools.

Reviewing these data quarterly will allow us to intervene as quickly as possible, and adjust the staff in each classroom. Classes that are identified as needing extra support may also be assigned an Academic Coach; these positions will allow us to further individualize learning for each student.

We feel that this approach will not only set us apart from other schools but will also allow our students to learn and engage productively with all adults on our team. It also ensures that all staff are connected and in touch with the children and families that they are serving. This staffing model is reflective of our overall wraparound focus.



E. Fundraising Plan

We have several Trustees with a tremendous amount of fundraising experience. Our board structure will include a fundraising and special events committee. We will create opportunities for non-traditional revenue by utilizing the school's existing infrastructure. Because of our career development and community partnership model, we are in a unique position to create sponsorship opportunities for the businesses and organizations we work with. We will involve our students in a special events campaign. This will not only generate income for our school but will give students an opportunity to develop event planning and fundraising skills. By using a multi-pronged approach to

fundraising we believe that this program will be self-sustaining in five years or less. A fundraising plan is attached as *Appendix L*.

F. Grievance/complaints Process or Policy

Grievances and complaints shall be brought before a subcommittee of the Board for hearing. This subcommittee will make recommendations to the full Board for action regarding the grievances and/or complaints brought forth. Grievances and/or complaints against the Board shall be brought to the Trustees.

Additionally, policies for School Board Governance and Operations, Records Retention, Promoting School Safety (including reporting of suspected abuse or neglect, sexual harassment as detailed in Ed 303.01(j) and (k), RSA 193-F pupil safety and violence prevention, RSA 126-U, limiting the use of child restraint practices), and developmentally appropriate daily physical activity pursuant to Ed 310 will be developed upon authorization by the State Board of Education and made publicly available prior to opening.

Internal Grievance/Disputes:

Disputes arising from within Synergy Academy Chartered Public School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing Trustees, will be resolved according to policies and processes developed by the school or that are stipulated in any Collective Bargaining Agreement that may exist. The LEA shall not be involved with internal disputes of the Synergy Academy Chartered Public School unless Synergy Academy Chartered Public School requests LEA involvement or it is legally required. There will also be a designated Title IX Coordinator.

Synergy Stakeholder Internal Grievance Steps:

1. Concerned parties will attempt to resolve the issue by addressing their concerns directly with the Synergy stakeholder (i.e Parent, student teacher, etc.)
2. If no resolution with collaboration the concerned party will report the issue to their direct report/supervisor.
3. If the concerned party is not satisfied with their Direct reports response a written statement will be submitted to the Executive Director.
4. The Executive Director will work with all parties for a resolution to the dispute/grievance.
5. If the concerned party does not feel the school leadership has handled the dispute/grievance adequately, they may submit their dispute/grievance to the Board of Trustees.

Disputes Between the LEA and Synergy Academy Chartered Public School

Synergy Academy Chartered Public School will always attempt to resolve disputes with other districts amicably and reasonably without resorting to formal procedures. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless legally required to do otherwise. In the event of a dispute between Synergy Academy Chartered Public School and the LEA, the staff and Synergy Academy Chartered Public School School Board and District agree to first frame the issue in written format and refer the issue to the Superintendent of the LEA and Synergy Academy Chartered Public School Executive Director. The

Executive Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the statement.

In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing Trustees from their respective boards who shall jointly meet with the Superintendent and Executive Director and attempt to resolve the dispute within 15 business days from the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director will have the option to meet to jointly identify a neutral third-party mediator to engage the Parties in a voluntary and non-binding mediation session designed to facilitate the resolution of the dispute. This mediation shall be voluntary and non-binding on either party. The format of the mediation session shall be developed jointly by the Superintendent and Executive Director. Mediation shall be held within thirty business days of receipt of the dispute statement. The costs of mediation shall be split between the LEA and the Synergy Academy Chartered Public School. If applicable, each party shall bear its own attorney fees which result from the dispute resolution process.

SECTION V. EDUCATION PLAN

A. Curriculum and Instruction that meets or exceeds the state standards in the subject areas offered; clearly defined, research-based with evidence of effectiveness.

To find and vet curriculum options Synergy Academy Chartered Public School partnered with JFYNetWorks, a Boston-based nonprofit organization with a four-decade history of conceiving, developing, and conducting programs to enhance the academic and economic success of low-income urban youth and young adults. Our priority was identifying a curriculum that aligned with our overall approach and pedagogy, and that has been proven to be effective in teaching mastery of concepts. The following curricula best embodies our focus on individualized, project-based learning and opportunity for cross-curricular learning.

Synergy will develop a Program of Studies that will serve as a guide, along with other career/educational planning materials, as students plan their high school graduation path. Courses listed within the Program of Studies will guide students in the creation and implementation of their educational plans.

Course selection should be individualized to meet each student's educational and career goals. All plans should meet high school graduation requirements as well as college entrance requirements. Synergy Academy will offer a Program of Study that is personalized, maximizing each student's educational experience based on standard expectations and personal goals as well common core state standards and competencies. The program includes a Personalized Learning Plan, Advisory Program, Community Learning Projects, Internships, Mentoring, Technology-Enhanced Learning, physical education, the arts, and competency-based core subjects that meet the NH state curriculum standards.

Following are examples of courses of study:

All courses of study will be aligned with NH State Common Core standards and will meet NH DOE state responsibilities for credit attainment and achievement of a New Hampshire certified High School diploma.

We are partnering with the education platform SAVVAS. We will access the myPerspectives curriculum for ELA subjects, enVision curriculum for Mathematics, and Miller & Lavine for the Science curriculum. Savvas US History Interactive High School Survey Edition (digital resource and workbook), World History Interactive (digital resource and workbook), Magruder's American Government Program High School Government Textbook, and Savvas High School Economics Textbook. These curriculum programs have a proven record of supporting students through the competency-based curriculum with a focus on project-based learning opportunities.

English

Synergy Academy Chartered Public School Academy will be utilizing myPerspectives for our ELA graduation requirements. myPerspectives English Language Arts curriculum was created by a team of experts, each with a focus on particular areas, including English Language Learners, English Language Development, Writing, Close Reading, the Role of the Teacher, Vocabulary, Text Complexity, Assessment, and Collaborative Learning. The curriculum values the learner's perspective, collectively and individually, and provides next-gen learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. The program creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful performance tasks. myPerspectives encourages social collaboration as well as student ownership of learning through goal setting, choice, and reflection.

MyPerspectives can make literature hundreds of years old relevant to today's readers. Using media, blogs, films, multimedia, debate topics, or exploring a graphic novel, literature comes alive for students and increases student engagement. The literature in a teacher-led, student-centered classroom excites students to read and respond through conversations and writing. All activities, instruction, and assessments are standards-based, and students demonstrate learned skills via performance-based assessment. Students integrate the knowledge they acquired, apply critical thinking skills, cite evidence, and use an effective expression to respond to complex multi-step writing and/or speaking and listening tasks using standards-based learning outcomes.

Math

Our math curriculum will align with Common Core Standards and fulfill the New Hampshire graduation requirements. The NH Math graduation requirements have students earning 4 credits including Algebra credit that can be earned through sequential, integrated, or applied programs. The textbooks to be used are the enVision Integrated Math Common Core Grades 9 – 12. Published by the Savvas Publishing company. This text is a brand-new high school mathematics program. It's built from the ground up for the Integrated Pathway of the Common Core. This textbook series helps students see how the disciplines of mathematics are intertwined, with engaging and relevant content. The texts have a digital component and the content of these texts can be aligned with the online math program Mathspace. The text uses DESMOS, an online application, to bring alive mathematical concepts for students. To fulfill any remaining credits, students could take a Personal Financial Literacy class.

Science

The science curriculum for the Synergy Academy Chartered Public School will align with the Next Generation Science Standards and fulfill the New Hampshire graduation requirements. The NH Science graduation requirements require 3 credits including one credit in the physical sciences, one credit in the biological sciences, and one general science elective. These requirements could be fulfilled through two paths. The first path would be one credit of physical science (combining physics, chemistry, and earth science), one biology credit, and one science elective.

The second path (for STEM majors) would include one biology credit, one chemistry credit, and one physics credit. The interactive textbooks for the first path would be the Physical Science Concepts in Action Program for Grades 9-12, Miller & Levine Biology Curriculum for Grades 9-12, and a science elective: Environmental Science. The texts for the second path would be Miller & Levine Biology Curriculum for Grades 9-12, Experience Chemistry, and Experience Physics. All books have NGSS correlations and are designed to fulfill the standards required for graduation. These Savvas texts function as a blended learning curriculum and focus on problem-based learning that promotes inquiry and develops scientific thinking. All books contain program components that offer a textbook, digital license, workbooks, and a lab program. These books have a problem-solving curriculum designed for group projects and labs (virtual and classroom).

Program Components for books:

Path One

- Physical Science Concepts in Action- text(paper or digital), workbook, and lab manual. integrated math skills,
- Miller and Levine Biology- text(paper or digital), workbook and lab manual.
- Environmental Science- text(paper or digital), inquiry labs and activities and fieldwork guide.

Path Two

- Miller and Levine Biology- text(paper or digital), workbook, and lab manual.
- Experience Chemistry- text(paper or digital), Assessment, Student Experience Notebook, and Flinn Scientific lab partnership.
- Experience Physics- Student Experience Handbook (paper or digital), virtual labs, and Flinn Scientific lab partnership.

Health

To meet the state standards and graduation requirement for health, we will be utilizing Savvas Health Program for Grades 9-12. Savvas Health delivers the tools necessary for developing and enhancing healthy behaviors that influence the lifestyle choices of high school students. This relevant, integrated text and video program stimulates classroom discussion, helping students master skills essential to successful health education. Teachers will have access to an online curriculum with an online text and workbook.

Blended Print, Video, and Digital Resources:

- School Safety
- Nutrition
- Online Dating
- Media Literacy
- Exercise & Fitness
- Drug Prevention
- Data & Statistics
- Mental Health
- Emotional Health
- Family Engagement
- Cyberbullying
- Online Safety
- Online Friendships
- Cell Phone Safety
- Instant Messaging
- Decision Making
- Sexual Health
- Responsible Thinking

Social Studies and Economics

The Social Studies curriculum for Synergy Academy Chartered Public School will align to the New Hampshire Social Studies Standards and fulfill the state graduation requirements. The NH Social Studies graduation requirements include one credit in US/NH history, one-half US/NH civics and government, one-half credit in economics, and one-half credit in world history. These requirements will be fulfilled through a combination of standard coursework and project-based learning. All texts combine text, primary sources, inquiry projects, and essential questions. The curriculum integrates digital interactives, video lessons, and educational videos. The curriculum is flexible and can be tailored for an in-person, hybrid, or remote learning environment.

The interactive textbooks would include Savvas US History Interactive High School Survey Edition (digital resource and workbook), World History Interactive (digital resource and workbook), Magruder's American Government Program High School Government Textbook, and Savvas High School Economics Textbook. All books have national and state correlations and are designed to fulfill the standards required for graduation.

Students may substitute Project Imagine World History to fulfill the World History requirement. Project Imagine: World History provides digital activities and primary sources. Students learn world history by studying 6 key modules from Ancient Greece, China's Tang and Song Dynasties, the Renaissance, the Early Industrial Revolution, and Africa-1945-1985. Project Imagine US History could also be used as a supplement or elective to the US History curriculum.

All books contain program components that offer a textbook, digital license, workbooks, and/or Study Guides. These books have a problem-solving curriculum designed for groups (virtual and classroom). They are well-designed and flexible for varied learning experiences. These Savvas texts function as a blended learning curriculum and focus on problem-based learning that promotes inquiry and develops critical thinking.

New Hampshire History and Government

Synergy Academy Chartered Public School will also incorporate New Hampshire history and government into the curriculum. Teachers will use a variety of digital and print resources:

- Experience State History (history and government)

- https://digital.gibbsmitheducation.com/New_Hampshire_Our_Home_Student_Edition/
- It Happened in New Hampshire Stillman Rogers: The book provides tales of Granite State residents who were an integral part of New Hampshire history.
- Hidden History of New Hampshire by D. Quincy Whitney: Stories about significant people in New Hampshire
- New Hampshire History Curriculum-Grades 7-12-teacher guide-1999
- <https://www.nhhistory.org/NHHS/media/NHHS-Media>
- Library/PDFs/Educational-Resources/Curriculum/NH-History-Curriculum-Book 2

Life Skills Classes (Elective)

We will be utilizing Hope Collaborative Curriculum for our life skills classes which will serve as elective credits for the four years. Hope Collaborative is providing school and after-school programs with the technology and expert access they need to implement distributed leadership development and character-building workshops. The 4-year 12- module curriculum covers topics relevant to developing leadership skills that research has found to help young people thrive. Where there are major struggles in a family, skills are often developed by some members to counter them. Their program aims to help their partners identify such natural strengths in youth and promote them. Research credits success among young people who develop leadership capacities. Young people who face failure and then learn how to rebound are shown to do better than their counterparts who may be 'better off' but who do not have the same leadership capacities. *The 12 modules are below*

- **Self-Awareness:** Self-awareness is a life-long journey that best starts in the early childhood and teen years. Productive awareness of self requires capacities for self-reflection, awareness of emotions, feedback, and a curiosity about how one is impacting the social group and the school setting.
- **Relationship Skills:** Starting the process of building healthy relationship skills at a young age gives kids and teens advantages that can carry them far. Strong relationships with friends, family, teammates, classmates, and coworkers are essential to success in any arena.
- **Team Building:** Effective team building is a primary driver in creating effective social groups, sports teams, and school collaborations. The elements of team building are highly teachable. From goal setting to role assignment, from understanding the strengths and weaknesses of participants, team building is a valuable asset to develop.
- **Overcoming Obstacles:** Research suggests young people who learn how to problem solve and overcome obstacles are best suited to face life's challenges and mature into self-realized adults. We teach frameworks for overcoming obstacles so that young people learn to face life's challenges—and be best prepared for life.
- **Trust and Values:** Trust is an essential part of relationships, teams, and school participation. Developing a Strong Identity People who value their individuality, as well as their membership in distinct communities, have a solid foundation on which to build personally meaningful futures.
- **Good Decision Making:** Making decisions well is an essential skill for becoming an effective student, friend, and family member.
- **Mindfulness and Focus:** Mindfulness and focus are mission-critical capacities for young people to become effective students, leaders, and friends to other students and their communities. Both are learned skills with the right tools and approaches.
- **Self-Management:** The ability to manage oneself is a critical capacity for achievement and a core

asset in realizing one's potential across a variety of life segments. Empathy and Emotional Intelligence Harvard Publishing called Emotional Intelligence one of the most important advances in understanding the way individuals work and interact in the past several decades. Kids who develop EEI achieve and participate at high levels.

- **Building Self-Esteem:** Positive self-worth is the key to personal resilience

B. Current research for selecting the curriculum.

Synergy Academy Chartered Public School has selected the above curricula, which support our general pedagogical approach as outlined above. Each curriculum is also supported by evidence-based research, as included in *Appendix E*.

Synergy Academy's curricula will be rooted in project-based learning practices across all academic disciplines. We believe that PBL is the key to engaging a disenfranchised learner. Research bears out that PBL learning environments produce better results than the traditional curriculum delivery model for all students.

The George Lucas Educational Foundation conducted research on Project Based Learning. The research findings were the culmination of seven years of effort to develop and study rigorous PBL curricula and aligned supports used across grades and subjects. The studies were not meant to evaluate progressive education writ large, or even to evaluate all forms of PBL, but they did take a careful look at the effects of pairing high-quality project-based curriculum with the implementation of complementary instructional practices. Specifically, the findings, released in 2021, show that:

Embedding project-based learning in Advanced Placement courses increased the probability of students earning a passing score on AP tests by about 8 percentage points in the first year and 10 percentage points after teachers had two years of experience with the project-based curriculum (Saavedra, Liu, et al., 2021).

Middle school students in California who learned science with a project-based curriculum outperformed their peers by 11 percentage points on a science assessment and also did better on the state's end-of-year math and English language arts assessments (Deutscher et al., 2021).

Taken together, these studies provide clear evidence that rigorous project-based learning has a strong effect on student achievement. The research also found that these PBL programs improved certain aspects of social and emotional learning, and these effects were consistent across racial and socio-economic groups.

C. Statement that the school will have available information about its curriculum and policies to all persons, parents, and students considering enrollment.

Synergy Academy Chartered Public School will share access to information about our curriculum, policies, and services with the public through our website and make it available by hard copy on-site. We will post a complete Program of Studies. Our model calls for individual lesson plans, which will be reviewed and approved by students and their families, along with the general program of studies (course catalog). This process will also be made available utilizing our website, and reviewed with interested students and families.

D. Measurable academic goals, objectives, and timeline for accountability

Please see Appendix E for a detailed presentation of Synergy Academy Chartered Public School curriculum, including the academic learning goals and objectives for each grade and subject area. High school students must pass all classes with D or better, or pass a pass/fail course, to receive credit.

We use project-based learning to ensure education is provided through engaging, relevant, and cross-curricular content. We use mastery-based grading to elicit a growth mindset and to support our students through the necessary trial and error that it takes to be successful in the 21st century. Additionally, we use 13 core competencies to drive our interdisciplinary instruction so that our students see their course disciplines as all being interactive and overlapping tools that can be used in conjunction to solve some of the world's most challenging problems.

Given the diverse needs of our student body, we are committed to broadening the scope of what is conceived as student success. We partner with our students and their support teams to formulate a goal that will drive our students toward happy and independent adulthood. We understand that without a clear goal, there is no way to ensure targeted growth.

Goals/Objectives/Timeline

Each Spring Synergy Faculty and Administration will meet to review the past year's school-wide goals and successes in meeting these goals. Three new goals will then be created for the upcoming school year as part of the school's master plan. Each teacher will have their own professional development goals and objectives that will align with the school-wide objectives. The Administration will meet weekly to review the progress of attaining these goals and discuss ways in which to incorporate any modifications needed to meet these goals. This analysis is then reviewed weekly at Faculty meetings to maintain focus on meeting these goals. In addition to these measures, the Director of Curriculum and Design will review each class quarterly and advise the teaching staff on any enhancements that could be made to their curriculum.

Synergy will monitor student success through the review and implementation of the students Personal Learning Plan, report card, attendance record, and evaluation of standardized testing as well as pre-and Post assessments for core subject areas.

Example of Synergy Academy School-Wide Goals/Objectives:

- *Synergy Academy will maintain school-wide attendance for 85% or higher weekly (full-year goal = 85%)*
- *Synergy Academy will advance its curriculum through Project-Based Learning (PBL) activities. Full-Year Goal — Teachers will perform two PBL units per quarter.*
- *Synergy Academy will expand on its assessment process by adding pre-and post-test assessments to all core subject areas. Full Year Goal = Pre- and Post- tests established in Writing, Reading, Mathematics, Social Studies, and Science course offerings.*
- *Synergy Academy will advance its curriculum through Project-Based Learning (PBL) activities by establishing competencies for all core subjects taught.*
- *Synergy Academy will expand on its Professional Development opportunities in the areas of Classroom Management and Restorative Justice Practices.*
- *Synergy Academy will provide professional development opportunities for all faculty and staff in the 2023/24 school year.*

Please Reference Appendix E for additional academic materials/support.

E. Performance standards

Performance and learning standards for every grade level at Synergy Academy Chartered Public School are outlined in *Appendix E (Examples)* and are aligned with the Common Core Standards as set by the State of New Hampshire. We will be working with each teacher to identify measurable performance standards for all core subject areas. Synergy will establish a set of Core competencies in ELA, Mathematics, Science and Social Studies. Our curriculum is guided by the common core NH state standards.

F. Achievement tests to be used to measure academic and other goal achievements, including, but not limited to, objective measures of literacy and numeracy competencies, including spelling reading, expository writing, history, geography, science, and mathematics.

Measurement of student achievement will comply with RSA 194-B:8,V. Student achievement will initially be measured using current mandatory State Assessment System (SAS) testing in grades nine through twelfth, with accommodations for students with learning challenges. We will also utilize pre- and post-testing around core subject areas for students entering the program to assess their learning level and growth, and Accuplacer to assess and ensure all of our graduates are college-level ready. Students will also engage in the SATs during their junior or senior year.

Synergy Academy Chartered Public School will utilize students' individual learning plans to communicate and track explicit learning goals with students and families. These road maps will be implemented with every new student, as well as reviewed and adjusted collaboratively on a quarterly basis. We will integrate our academic tracking software with our road maps to provide real-time information to students and families about their progress towards goals and competencies. Synergy Academy Chartered Public School will utilize a variety of formative and summative assessments, through which students will demonstrate competency in all subject areas of the Common Core State Standards. We want to provide a variety of opportunities for students to showcase and celebrate their work and achievements. These include presentations, assemblies, portfolios, individual and group projects, pitches, and internships.

Synergy Academy will utilize the New Hampshire Statewide Assessment System. Each year Synergy Academy students will participate in the New Hampshire Statewide Assessment System (NH SAS), the general statewide assessment, for English language arts (ELA), mathematics, and science.

G. For Schools offering High School grade levels, graduation requirements are sufficient to ensure that the school has provided an adequate education for its pupils.

Synergy Academy Chartered Public School will ensure that all students receive the minimum of 20 credits necessary to graduate using the below schedule:

| Required Subjects | Credit(s) |
|---|--|
| English Language Arts | 4 |
| Mathematics | 4, including Algebra credit that can be earned through a sequential, integrated or applied program |
| Physical Sciences | 1 |
| Biological Sciences | 1 |
| General Science | 1 (third science credit which can be an embedded science credit) |
| US and NH history | 1 |
| US and NH government/civics | ½ |
| Economics, including personal finance | ½ |
| World history, global studies, or geography | ½ |
| Information and communications technologies ½ or demonstrate proficiency | |
| Health education | ½ |
| Physical education | 1 |
| Arts education | ½ |
| Life skills elective* | 4 |
| Open electives* | 2 |
| Totals | 22 |

SAMPLE TIMELINE:

| Required Subject | 9th | 10th | 11th | 12th | Totals |
|--|------------|-------------|-------------|-------------|-------------------|
| ELA | 1 credit | 1 credit | 1 credit | 1 credit | 4 credits |
| Math | 1 credit | 1 credit | 1 credit | 1 credit | 4 credits |
| General Science | 1 credit | | | | 1 credit |
| Physical sciences | | 1 credit | | | 1 credit |
| Biological sciences | | | 1 credit | | 1 credit |
| US and NH history | 1 credit | | | | 1 credit |
| US and NH Government /civics | | .5 credits | | | .5 credits |
| Economics | | .5 credits | | | .5 credits |
| Global studies | | | .5 credits | | .5 credits |
| Information and communications technologies | | | .5 credits | | .5 credits |
| Health education | | | | | |
| Physical education | .5 credits | .5 credits | | | 1 credit |
| Arts education | | | .5 credits | | .5 credits |
| Life skills elective | 1 credit | 1 credit | 1 credit | 1 credit | 4 credits |
| Open electives | .5 credits | .5 credits | .5 credits | | 1.5 credits |
| TOTAL | 6 credits | 6 credits | 6 credits | 4 credit | 22 credits |

H. Academic Achievement Data Management System

Synergy Academy Chartered Public School School plans to use Alma, a cloud-based school management solution catering to businesses of all sizes in the education industry. Core features assist users in managing school administration, generate custom reports, administering the enrollment and admissions process, and tracking communications. This will act as the parent-student information system. Parents and students will be able to access grades, report cards, attendance records, etc...

Daily/weekly Schedule Sample (subject to change)

| | M | T | W | Th | F |
|---------------------------------|----------------------|----------------------|----------------------|---------------------|---------------------|
| 8:32 - 9:18 | Contemporary Issues | Study | Life Skills | Contemporary Issues | Project Science |
| 9:21 - 10:07 | Contemporary Issues | Contemporary Issues | Life Skills | American Lit | Project Science |
| 10:10 - 10:56 | Geography | study | American Lit | Geography | Art |
| 10:59 - 11:45 | Geography | American Lit | American Lit | Geography | Art |
| 11:48 - 12:29 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:32 - 1:18 | Health | Health | US History | Health | One on One tutoring |
| 1:21 - 2:07 | Health | US History | US History | US History | Staff Meeting |
| 2:10 - 2:56 | Pre-algebra/math lab | Pre-algebra/math lab | Pre-algebra/math lab | Project Science | Staff Meeting |
| 2:59 - 3:45 | Art | Pre-algebra math lab | Project Sci. | Art | Staff Meeting |
| Total Instructional Time | 6.13 hours | 6.13 hours | 6.1 hours | 6.1 hours | 3.07 hours |

I. Supplemental Programming

Synergy Academy Chartered Public School will make outside referrals as needed and appropriate to community partners. As well as support services such as life skills, crisis management, tutoring, therapy, etc. by staff and community partners within and outside of the school. We will engage with The Center for the Arts to support our Fine Arts curriculum and after-school programming.

SECTION VI. SCHOOL OPERATIONS PLAN

A. Admissions Procedures RSA194-B:3,II(o)

Synergy Academy Chartered Public School is committed to building a strong and diverse community of students and teachers. Admission to the charter school shall be open to any student who resides in the State of New Hampshire. Methods of admission shall not be designed, intended, or used to discriminate or violate individual rights in any manner prohibited by law. For the success of the school and its students, Synergy Academy Chartered Public School will help educate prospective families on the benefits and challenges of attending a public charter school. Synergy Academy Chartered Public School will hold multiple, pre-enrollment information sessions, and site visits to allow prospective families to learn more about the school and the public charter school experience. Synergy Academy Chartered Public School will follow the basic method of admissions that defines charter schools nationwide:

Admission shall be blind; Should the number of applicants exceed capacity, students will be chosen by a lottery system, with a wait list developed from the lottery overflow.

Admissions Process Overview

- Prospective students and their families will be required to attend at least one informational meeting (in person or online) at which our educational approach and school expectations of students and their families will be explained, before enrollment;
- Synergy Academy Chartered Public School will produce application packets for prospective students about the school, its philosophy and expectations of attending students, their families. These and other student-related policies will be posted and available to the public, online;
- Families and students will be asked to sign an agreement indicating their understanding of the School's Mission, and other expectations as part of the admission process;
- Interested families will then submit their application;
- Should applicants exceed the number of spaces available, a blind lottery, organized by grade will be held on the second Monday of April each year. Those who do not receive an enrollment slot in the lottery will be placed on a waiting list in the order determined by the lottery draw;
- All accepted students will receive a notification. Those who have been wait-listed will be notified. Any lottery disputes would be sent to the Board of Directors for resolution within fourteen (14) business days of being received;
- Soon after the enrollment process is complete, Synergy Academy Chartered Public School will hold meetings for admitted students and their families and provide an orientation for students and families. Completed applications received after the deadline will be added to the waitlist according to timestamp requirements.

Synergy Academy Chartered Public School will offer automatic re-enrollment to its students. Families will be asked to sign a letter of intent to re-enroll by a stated date preceding the lottery. Synergy Academy Chartered Public School will admit students from the waitlist should space become available after the

lottery. Siblings of children enrolled at the school will be exempt from the lottery, space permitting.

All Special Education students that have an active IEP from their sending district will be guided by the following steps in regard to enrollment.

1. After a student has been accepted to Synergy and it is then known that the child receives IEP services from their sending district an IEP Team meeting will be called
2. A team meeting will be conducted with the sending district's students' IEP Team
3. The IEP and Student Services will be reviewed at the IEP Review meeting
4. Synergy will make a student plan to implement the requirements outlined in the students IEP/Services page
5. Synergy will present our Special Education Billing policy and procedure to the sending district

ENROLLMENT GUIDELINES/LOTTERY PROGRAM

Synergy will implement recruitment and enrollment practices to promote the inclusion of all students, including by eliminating barriers to enrollment for educationally disadvantaged students. Synergy will adopt the McKinney Vento Act into our enrollment process, understanding the need to support foster youth, as well as unaccompanied homeless youth.

1. *Siblings of existing students shall receive first priority for admission.*
 - a. If a student is selected in the lottery for admission, any younger siblings who are also qualified applicants are automatically granted admission if space in their grade level is available.
 - b. If there are more qualified applicants who are siblings of existing students than there are available spaces, the siblings shall be subject to a lottery to determine the award of available spaces. Siblings not awarded admission shall be placed at the head of the waiting list according to their lottery position.
2. *Children of Synergy Academy faculty, staff, and Founding Members shall receive 2nd priority.*
3. *Students residing in New Hampshire shall receive absolute priority over out-of-state tuition students.*
4. *Remaining spaces shall be filled by a blind lottery, and*
5. *Students not receiving admission through steps 1 – 4 above shall be placed on a waiting list in the order, their qualified application was received and be offered admission in that order as space becomes available.*
6. *If the number of students meeting any of the criteria 1-5 above exceeds the number of spots available, the students meeting that hierarchical criteria will be subject to a random lottery to fill available spots.*
 - a. Following the application deadline, qualified applications will be accepted on a rolling admission basis until all spots are filled.
 - b. If, after the application deadline, the number of qualified applications is greater than the number of spaces available, qualified applications shall be placed on a waiting list.

A. Admissions Procedures RAS194-B:3,II(o) Student Recruitment Plan

We have already begun developing a network of professionals that are in a position to make student referrals to our school. We have met with several non-profits in the greater Concord area. We are working with a few state agencies and local school districts to create awareness of our program. We have

developed a letter that will be sent to all surrounding district guidance counselors as well school Social workers. This letter will be accompanied by a Synergy Academy brochure that can be displayed in local district guidance offices. Synergy’s full student recruitment plan is outlined in *Appendix: K*.

Local Press

- 1. Monthly Press Release
- 2. Op ED year one
- 3. Community recruitment events (Open House, Guided Tours etc..)

Social Media

- 1. School Website
- 2. School Facebook page
- 3. Digital Brochure

Community Outreach

- 1. Host local school district Administrator and Guidance Counselors
- 2. Guidance Counselor letter w/ Synergy Brochure
- 3. Work with local Non-Profit organizations in the community

Student Recruitment Radio Ad

Synergy Public Charter Academy, located in -----, NH, is a public high school designed to serve students who are looking for an alternative to the traditional public school. Synergy is focused on student-centered planning and student-centered learning. We are accepting applications for the 2023/2024 school year. Please visit our website SynergyAcademyNH.org for more information about this unique learning opportunity.

For an application and an interview with the Executive Director, please contact:-----

B. School Calendar and the number and duration of days pupils are to be served.

A sample school calendar is included in *Appendix F*. This calendar will be updated for the launch school year upon approval of this application.

C. Staffing Overview, including qualifications sought for professionals and paraprofessionals, administrators, and teachers

Synergy believes Leadership engagement is second only to teaching among school-related factors in the impact on student learning. We also understand the impact of leadership tends to be greatest in schools where the learning needs of students are most acute. Synergy’s organizational chart has been developed with the understanding that successful leadership can play a highly significant role in improving student learning. All Administrators/Directors will have direct contact and involvement with the students, Personal Learning Plans, community engagement activities, as well as their academics. Synergy Academy Chartered Public School staffing overview is outlined in *Appendix G*.

D. Employee job descriptions/responsibilities

Job descriptions for each position listed above are in Appendix G.

E. The total number of teachers and the average teacher/student ratio for the first 5 years.

Table 1: Projected Students, Teachers, & Ratios for Years 1 – 5

| Grade Level | Year One | | Year Two | | Year Three | | Year Four | | Year Five | |
|-------------|---------------|----------|-------------|----------|-------------|----------|-------------|----------|-------------|----------|
| | Students | Teachers | Students | Teachers | Students | Teachers | Students | Teachers | Students | Teachers |
| 9th | 32 | 3 | 32 | 2 | 32 | 2 | 32 | 2 | 32 | 2 |
| | Ratio: 10.6:1 | | Ratio: 16:1 | | Ratio: 16:1 | | Ratio: 16:1 | | Ratio: 16:1 | |
| 10th | 32 | 3 | 32 | 2 | 32 | 2 | 32 | 2 | 32 | 2 |
| | Ratio: 10.6:1 | | Ratio: 16:1 | | Ratio: 16:1 | | Ratio: 16:1 | | Ratio: 16:1 | |
| 11th | | | 32 | 2 | 32 | 2 | 32 | 2 | 32 | 2 |
| | Ratio: N/A | | Ratio: 16:1 | | Ratio: 16:1 | | Ratio: 16:1 | | Ratio: 16:1 | |
| 12th | | | | | 32 | 2 | 32 | 2 | 32 | 2 |
| | Ratio: N/A | | Ratio: N/A | | Ratio: 16:1 | | Ratio: 16:1 | | Ratio: 16:1 | |
| Totals | 64 | 6 | 96 | 6 | 128 | 8 | 128 | 8 | 128 | 8 |
| | Ratio: 10.6:1 | | Ratio: 16:1 | | Ratio: 16:1 | | Ratio: 16:1 | | Ratio: 16:1 | |

F. A statement that the school shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a.

Synergy Academy Chartered Public School shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a. *Please see Appendix :J, FingerPrinting/Background Check Procedure*

G. Personnel compensation plan, including provisions for leaves and other benefits, if any.

As a charter school, Synergy Academy Chartered Public School anticipates the need to budget with disciplined spending. We believe that the budget we have outlined fully supports our faculty with industry-standard wages and health care coverage, as well as continued education support. By tailoring the compensation plan to the individual needs as well as the individual's experience level, we feel we can attain and maintain an attractive work environment staffed by highly qualified and motivated personnel while working within the constraints of our budget.

(1) Salary: School administration and full-time teachers shall be paid an annual salary on a bi-weekly basis. Part-time staff will be paid at an hourly rate for time worked.

(2) Leave: Synergy Academy Chartered Public School will publish an annual calendar outlining school

holidays and vacations for which the school will not be open. Synergy Academy Chartered Public School will have a very limited summer recess, with staffing required for most of the summer. Salaried employees will receive an additional three weeks (15) paid personal leave days and five (5) sick days per year. Staff receives additional personal days to balance out the limited summer recess. Leave approval will be dependent on school needs and calendar.

(3) Other Benefits: Synergy Academy Chartered Public School will offer full-time salaried employees health insurance as a specific insurance plan provided by the school with an employee contribution.

H. Administration Performance Evaluation

Synergy Academy Chartered Public School will conduct performance evaluations for administration positions on an annual basis. Positions with significant administrative duties are Executive Director, Director of Development and Communications, Director of Program and Community Engagement, Director of Curriculum & Instruction, Director of Finance and Operations, and Facilities Manager. Administration performance will be evaluated based on their position.

If an administration position is found to be underachieving in its performance recommendations for improvement will be made by the Executive Director to the Board of Trustees. The power to dismiss any Director other than the Executive Director based on the school's needs or expectations not being met will be held by the Executive Director. Performance evaluation, discipline, or termination of the Executive Director shall require the action of the Board of Trustees.

I. Teacher Performance Evaluation

Synergy Academy Chartered Public School will conduct performance conversations/coaching for teachers on a continual basis, with regularly scheduled (quarterly or monthly) one-on-one sessions with their supervisor/mentor. These sessions will serve to proactive develop teacher achievement throughout the academic year. Teachers will also receive an annual evaluation by the Executive Director and Director of Curriculum & Instruction in which current year progress is discussed and goals will be developed for the following year. The power to dismiss any teachers based on the school's needs or expectations not being met will be held by the Executive Director upon advice from senior staff and following all appropriate HR protocols. The Board of Trustees will be immediately notified of all staffing changes and will be the deciding body for any complaints or disputes. Below is a sample of the teacher evaluation tool that Synergy Academy Chartered Public School will adapt and adopt.

Synergy Evaluation Document 2023

| | |
|-------------------------|---------------------------|
| Name: | Title: |
| Submitted by: | |
| Evaluation Type: | Evaluation Cycle: |
| Date Completed: | Date Acknowledged: |

Example: Classroom Observation Rubric

| Planning and Preparation | | | | |
|---|--|---|---|---|
| Criteria | Ineffective | Basic/Developing | Proficient | Distinguished |
| Clarity of Unit and Lesson Plan | Unit and/or Lesson plans and instructional outcomes are either not clear or are stated as activities, not as student learning. Unit plans and instruction outcomes are not tied to assessment and linked to accepted standards/competencies. | Unit and/or lesson plans and instructional outcomes are only moderately clear or consist of a combination of outcomes and activities. Some (a minority of) outcomes are clearly tied to assessment and are linked to accepted standards/competencies. | All unit and/or lesson plans and instructional outcomes are clearly articulated. Most (a majority) are directly tied to assessment and are linked to accepted standards/competencies. | In the unit and/or lesson plans, all of the instructional outcomes are clear, expressed in the form of student learning and are tied to assessments. All unit plans and outcomes are clearly linked to accepted standards/competencies. |
| Knowledge of Content related Pedagogy and Child/Adolescent Development | Teacher's plans display little or no understanding of the range of pedagogical and age appropriate approaches suitable to student learning of the content. | Teacher's plan reflected a limited range of pedagogical and age appropriate approaches or some (a minority) approaches that are not suitable to the discipline or to the age of students. | Teacher's plans reflect familiarity with a wide range of effective pedagogical and age appropriate approaches in discipline. | Teacher's plans demonstrate a mastery of a wide array of pedagogical and age appropriate approaches in the discipline. Teacher adapts content and instruction to unique student needs and interests (discovered in |

J. Professional Development

Synergy Academy Chartered Public School will use individual professional development plans to support the growth and excellence of our entire staff. An example of one such plan is in *Appendix H*. These plans will be tied to and in support of our school-wide goals. We will also offer a summer professional development institute for intensive skill- and team-building.

K. Philosophy of Student Governance and Discipline

Our school's philosophy of student discipline is based on a harm reduction model with a focus on student participation in a restorative justice approach. We view discipline, not as punishment but as an opportunity for learning and skill development. The school's rules exist for a variety of reasons:

- to fulfill legal requirements
- to maintain a safe environment
- to establish ethical standards
- to develop a respectful atmosphere
- to create an order for the attainment of our core purpose to educate

While discipline is often thought of as a set of rules to be followed and sanctions for transgressions, that is only one part of the bigger picture. The thoughtful establishment of rules and thorough explanation of those rules is intended to provide the basis upon which our students will become more self-disciplined and incorporate leadership into that self-discipline.

Since we strive to provide an academically appropriate and challenging environment, Synergy Academy Chartered Public School will build the pillars of respect, responsibility, and achievement in all we do. Student government will be empowered to develop a code of student conduct stemming from these pillars and will be asked to join the administration and faculty in recommending programs based on these pillars to educate all students. Students will not be asked to adjudicate disciplinary matters, but through student government, will be invited to share the perspectives of the student body with the administration. In this manner, students will always have an opportunity to inform the administration as to the way discipline is understood by the students. If our goal is to develop understanding through discipline, we must always invite our students to respond to our actions. While it is true that some transgressions are of an egregious nature requiring just consequences, it is our belief that most behaviors may become opportunities to help our students learn the importance of their individual actions.

Synergy Academy Chartered Public School strives to reduce and minimize the need for out-of-school suspensions for several reasons:

- Studies have shown that school suspensions harm both the suspended students and those who have not been suspended. A punitive school environment and the missing of classes by some students are harmful to all students.
- Suspensions are punishments not related to a violation. Synergy Academy Chartered Public School believes in consequences related to the violation, not punishments. For instance, a student who steals or destroys an object belonging to the school or to another student would apologize to those who have been harmed and replace the object.
- Consequences have a healing effect on all stakeholders involved in a violation.

Synergy Academy Chartered Public School does reserve the right to remove a student from school on the

basis of the student's own health and safety or the health and safety of others. When this happens, it is not considered to be a punishment, however, but a necessary measure to restore order. The student sent home, may or may not receive consequences for his actions upon his return to school. But the home interval is a necessity, not a punishment.

Synergy Academy Chartered Public School will comply with all federal and state-reporting requirements.

L. Age-appropriate due process procedures to be used for disciplinary matters including suspension and expulsion.

Synergy's full Restorative Behavior Support manual is included in Appendix I and outlines our trauma-informed and age-appropriate behavioral supports. Our goal is to work with our students to help them stay in school, and suspensions and expulsions - which remove the student from the learning environment - are always a last choice at Synergy.

It is a challenging reality that not every student will be the best fit for Synergy. Given our incredible partners and a vast amount of resources we will be able to serve many, however, there are some students and families who may be the best fit for other organizations. Below is an outline of our offboarding and referral process and what actions or circumstances may lead to the implementation of this process. Offboarding from Synergy is most commonly a result of a potential threat to the community at large and an inability to effectively reach and support the student. The following circumstances will result in an immediate referral and offboarding from the Synergy High campus.

M. Student Transportation plan, both inside and outside of the district, including reasonable provisions from the charter school's own resources for transportation of pupils residing outside the district in which the charter school is physically located.

Synergy Academy Chartered Public School will comply with all State of New Hampshire charter school provisions governing transportation, covered under Section 194-B:2,V, RSA 189:6, and RSA 189:8.

Synergy Academy Chartered Public School anticipates selecting a permanent physical location to maximize synergy with existing SAU 8 transportation routes, allowing students to ride existing SAU 8 bus routes for transportation to the school. Students residing outside the district boundary will be responsible for arranging their own transportation to and from the school. Synergy Academy Chartered Public School will use an internet-based application to connect families and facilitate ride-sharing and/or carpooling to ease the burden of transportation on families and the local environment.

N. Student, Staff Handbooks

Upon application approval, Synergy Academy Chartered Public School will finalize and adopt student and staff handbooks. All staff and student handbooks will be available and posted on the Synergy website at least one month prior to the start of the school year.

O. Student Information System

Synergy Academy Chartered Public School will use Alma as our SIS to track all student data.

SECTION VII. MEETING STUDENT NEEDS

A. Special Education: Method of coordinating with a pupil's LEA responsible for matters pertaining to any required special education programs or services including method of compliance with all federal and state laws pertaining to children with disabilities.

In accordance with RSA 194-B:8, Synergy Academy Chartered Public School shall not discriminate against any child with a disability as defined in RSA 186-C. We believe the education provided by Synergy Academy Chartered Public School can benefit all students, regardless of disability status. Synergy Academy Chartered Public School will collaborate with LEAs from each sending district and the parents and/or legal guardians of special needs students, working together to identify and implement practices to meet special education needs for our students.

NH RSA 194-B:11, III(a) states "In accordance with current department of education standards, the funding and educational decision-making process for children with disabilities attending a chartered public school shall be the responsibility of the resident district and shall retain all current options available to the parent and to the school district."

Synergy Academy Chartered Public School recognizes the critical role and responsibilities of the LEA in the successful implementation and administration of individual IEPs. A liaison from Synergy Academy Chartered Public School will collaborate with LEAs from sending school districts on matters pertaining to individual students' needs. We will work with the local district to provide the appropriate services for the students at Synergy Academy. In house services may include counseling, academic support, study skills training, and crisis intervention as well as family mediation. We will provide referrals to state agencies, conduct home visits, food security support through local food banks, clothing, and other student needs. One key component that we will work on is implementing training on advocacy and systems of care to facilitate relationships with external agencies. We will provide training in this focus area for all families engaged with Synergy.

Specific responsibilities of the Synergy Academy Special Education liaison will include:

- Notify and collaborate with the LEA when an individual student may require a referral for services or accommodations.
- Supply information about Synergy Academy Chartered Public School to the sending district, parents or legal guardians, service agencies, and other members of a student's potential IEP team.
- Receipt and review of IEPs from the LEA, including review of each IEP with teachers and staff involved in implementation.
- Maintain contact lists for all service providers related to IEPs.
- Coordination and communication with the LEA, parents, faculty, and staff to ensure consistent implementation of IEP services during school hours.
- Provide concerns and/or recommendations to the LEA liaison about IEP implementation.
- Organize student services being provided by the District at Synergy Academy.

B. Other educationally disabled and economically disadvantaged/at risk includes:

Synergy Academy Chartered Public School will provide support services as needed to support the following disadvantaged/at-risk populations:

- (1) Educationally Disadvantaged**
- (2) English Language Learners (ELL)**
- (3) Neglected or Delinquent**
- (4) Homeless Students**
- (5) Migrant and Refugee populations**

C. Additional Academic support and credit recovery: strategies for improving student achievement and closing achievement gaps

Synergy Academy Chartered Public School will incorporate strategies for improving student achievement and closing achievement gaps through ongoing evaluation of student achievement data, available resources, and additional resources, strategies, and actions that may be needed. Federal title programs will be identified for which our school meets eligibility requirements; where Federal title monies are not available, actions will be taken to provide supplemental services like after-school tutoring to support student achievement. Specific areas of focus will be based on National Education Association guidelines, and include:

- Enhanced Cultural Competence
- Comprehensive Support for Students
- Outreach to Students' Families
- Extended Learning Opportunities
- Classrooms that Support Learning
- Supportive Schools
- Strong District Support
- Access to Qualified Staff
- Adequate Resources and funding

D. Title programming plan

Synergy Academy Chartered Public School will endeavor to secure funding through Federal title programs at every opportunity to both enhance the education of the students and maximize leverage of State funding toward the improvement of student education. Eligibility for specific Federal title programs will be identified based on staff and student demographics/needs. A full title funding plan is attached as *Appendix M*.

SECTION VIII. FINANCIAL MANAGEMENT

A. Method of Administering Fiscal Accounts and Reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant.

The **Director of Finance and Operations** will be responsible for the daily oversight of school finances under the supervision of the Executive Director, including monthly financial reporting to the Synergy Academy Chartered Public School Board of Trustees. Synergy Academy Chartered Public School will work with independent certified public accountants for general financial oversight and to perform annual fiscal audits and reports as per RSA 194-B:3 II (q).

Synergy will be supported for its financial activities through Blundell Accounting Solutions: ***Statement of Services***

Blundell Accounting Solutions has been contracted to provide Synergy Charter School Pre-Operational Accounting Services.

The following tasks will be performed during the startup phase between the date of the engagement letter and August 31, 2023:

- Creation of Budget & Forecast models and continuous updating of models as needed
- Creation and implementation of Fiscal Policies and Procedures
- Implementation and training of QuickBooks Online Accounting Application including monthly reconciliation of bank accounts and financial statement presentation to the Board of Trustees.
- Implementation of Payroll Processing Systems and coordinating New Hire Payroll Setup
- Implementation of a cloud-based payables system (Bill.com) which will allow proper approvals from Board Members for purchases and electronic payments to vendors.
- Other Assistance as directed by the Board regarding Accounting and Fiscal Affairs
- Unlimited phone, email, and zoom support.

B. Annual Budget: including all sources of funding (also include a proposed five-year budget containing revenue and expenditures)

Appendix B: Synergy has provided a full five-year Budget that will support synergy's financial management. The Synergy Board, Treasurer, and ED will review the budget monthly, providing quick book reports at all Board meetings. We will conduct an annual Budget review that will provide the Board with an annual Budget to be voted on for the next fiscal year. We will be using an outside service for check-writing activities. The Executive Director will have view access and deposit activities only, for the schools bank accounts. The Executive Board Chair and the Treasurer of the Board will have check signing privileges. No check above \$1,000.00 is to be authorized without the signature of one of these officers of the Board.

Attached as Appendix B.

C. Budget Narrative: providing a justification for the budget.

Attached as Appendix N.

SECTION IX. SCHOOL CULTURE

A. School Environment:

Synergy Academy Chartered Public School will create and foster a supportive and inclusive school environment that uplifts and develops all youth. Our goal at Synergy Academy Chartered Public School is to have a student-centered community in which their voice is leveraged, refined, and strengthened in order to make a larger change in the world beyond our doors. We will have a student council who will be supported by the Community and Engagement Director in taking an active role in informing the direction of their school. The student council will elect a representative and an alternate to fill the student seat on Synergy Academy Chartered Public School's board. Student council will work with the Community and Engagement Director in facilitating school events, community events, family events, town halls, inviting guest speakers, etc. Students participate in weekly reflections and feedback loops in order to make Synergy Academy Chartered Public School the most productive and supportive environment for them to learn and grow.

Teachers and administration reference and summarize the feedback received each week and update the students on the changes that will be made as a reaction to the feedback.

The administration and faculty will develop a training module for students engaging in student leadership. Students will be supported in their leadership meetings and coached on being a member of the Synergy Academy School Board. These coaching and training sessions will be provided by the Community and Engagement Director.

B. Establishment and maintenance of School Culture

Synergy Academy Chartered Public School's school culture and educational philosophy is centered around individualized instruction that systematically acknowledges the variance of student learning style, interest, and personal and professional goals. Our current schools are based on an outdated model that separates students by age, rewards them for seat time, and prioritizes generalized skill sets and rote memorization over critical thinking and problem-solving. Synergy believes that School Culture starts with connections. We have designed a program that will promote strong and overlapping interactions among all members of the school community. Our leadership team, faculty, staff, and community partners will be directly involved with each student from admissions to PLP development to the development of a strong post-secondary transition plan and ultimately a high school diploma.

We will create a strong school culture where leaders communicate directly with teachers, administrators, counselors, and families, who also all communicate directly with each other about our students. Synergy Academy recognizes that a strong culture arises from messages that promote traits like collaboration, honesty, and hard work.

We start with the fundamental belief that "All students have the potential to succeed". Our shared values of collaboration and team effort will ensure that students have confidence in the school community.

Synergy Academy Established Norms:

- 1) All students will develop a Personal Learning Plan with team support
- 2) All students will have a mentor for their four years of high school
- 3) All students will engage in work-study and internship programming
- 4) We will run a daily advisory program building “School Culture”
- 5) We will have a School Store run by the student body.
- 6) Students will have access to after-school programming
- 7) Synergy will hold an annual Student Christmas Party supporting Toys for Tots
- 8) All teachers will engage in cross-discipline projects

SECTION X. STAKEHOLDER ENGAGEMENT

A. Philosophy of parent (Family) involvement and related plans and procedures

It is important that teachers get to know their students’ families and communities by actually going into the students’ home environments. This allows teachers to relate to their students as more than just “bodies” in the classroom but also as social and cultural beings connected to a complex social and cultural network. Moreover, by becoming familiar with students’ home lives, teachers gain insight into the influences on the students’ attitudes and behaviors. Additionally, teachers can use the families and communities as resources (e.g., classroom helpers or speakers) that will contribute to the educational growth of the students. Home visits will be done in pairs for the first visit, and staff will be trained around best practices and safety. We will use our early release day as well as after school to hold home visits. We will accommodate the schedules of families as needed for those who need to meet later in the evening. We will utilize flex time for teachers who need to make later home visits, utilizing admin for coverage as needed.

Most parents and students are accustomed to traditional grading methods and need support in understanding and transitioning to mastery based grading. Synergy Academy Chartered Public School offers this support in several ways. When students enter their freshman year, all parents and families are invited to a small-group meeting with the Executive Director. We will continue our engagement through monthly Synergy Community meetings to be held on campus and virtually.

B. Community Involvement Plan

Community involvement is a cornerstone of our approach and educational journey. We are solidifying this commitment by hiring a director to focus on building and managing our community connections and relationships. This attention to these relationships will benefit our students by providing real opportunities for young people to gain high school credits by learning and engaging with their community members. Our layered approach starts with Community Service Days, as well as guided tours to community sites, building up to an internship in their senior year. We are also partnering with community colleges for our students to ensure they feel comfortable in a post-secondary environment by the time they graduate.

Potential Partnerships

- NHTI, CRCT, Local Rotary Clubs
- Manchester Community College, Granite State
- NAMI, RiverBend, DHHS, Chamber of Commerce

Director of Program and Community Engagement

Working in partnership with the Students, Parents, Executive Director, Director of Development and Communication, and Director of Curriculum and Instruction to support and report monthly to the Board.

1. In collaboration with the Executive Director, Director of Development and Communication, and Director of Curriculum and Instruction, providing energetic, charismatic, visible leadership, inspiration, and direction to the combined They will actively support and contribute to a healthy culture and ecosystem at Synergy.
2. Providing direct supervision of volunteer programs and events. They will also work with the Director of Development and Communication to generate messaging, marketing, promotional, and media collateral associated with Special Initiatives, Events, and External Relations, as needed.
3. They will prospect, cultivate, execute, and evaluate corporate partnerships to secure workforce opportunities, donations/grants, sponsorships, marketing/PR, and volunteer opportunities; and maintain good records and reports.
4. Working with the Director of Development and Communications, they will develop, maintain and update sponsorship opportunities and online sponsorship deck
5. They will represent Synergy at events and meetings with the community, government, education, and private sectors, as directed by the Executive Director with the intention of elevating Synergy in our community.

C. LEA Partnerships

Synergy Academy Chartered Public would partner with Concord School District and local SAUs. LEA partners may include Merrimack Valley School District, Dunbarton School District, Bow School District, and Pembroke/Deerfield. We will also partner with any LEA that is the sending district for a Synergy student.

Synergy will also partner with University and Community College Programming, DHHS, NHDOE, CRTS, Department of Economic Affairs, Rotary Clubs, as well as the BIA Center for Nonprofits.

Synergy Academy will hold monthly meetings working with all community partners to strengthen Synergy's programming. We will conduct quarterly professional Development opportunities for all community partners to participate. Synergy will develop a strong mailing list to engage our stakeholders, as well as develop recruitment communications to inform the community.

SECTION XI. FACILITIES

- A. **Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school.**

Synergy Academy Chartered Public School does not yet have a secured location for the school site and would work to secure a location as soon as this charter is approved. Initial funding for rent and facility costs will be covered by federal start-up funds when approved. School leaders have already vetted several potential school sites in the Concord, NH area.

B. Description of school requirements

Synergy is vetting potential school locations that offer sufficient classroom space, as delineated below in section C. We are seeking a site that offers sufficient space and opportunity to include outdoor education options, as well as the opportunity to host potential community partners and/or partnership programming as the school expands over time. In accordance with RSA 194-B:8, II, any facility will be brought up to code to comply with all state and federal health and safety laws, rules, and regulations meeting the requirements of ED 321.23(u) and (v).

C. Classroom, Offices, Athletics, Outdoor Needs Plan

Our ideal facility will include a minimum of the following:

- A reception area
- Six classrooms
- Four administrative offices
- A conference room
- A large meeting space to accommodate special events and school-wide meetings.
- An outdoor space
- A retail space (that will be used for both programming and fundraising) ● Bathrooms
- A shower (For students that may not have access to one at home)
- An on-site laundry facility (for life skills program)
- A kitchen (for life skills program)
- A food pantry

D. Plans for the facilities lease or purchase

At such a time as when Synergy Academy Chartered Public School is granted a charter, the Board of Trustees will take appropriate action to finalize the lease or purchase of a location suitable for Synergy Academy Chartered Public School's needs based on appropriate locations being available and those locations being financially viable.

SECTION XII. SCHOOL SAFETY MANAGEMENT PLAN

A. Emergency Operations Plan

We have created Building Emergency Protocols that we will have copies of instruction in every classroom. We will conduct training on these protocols for all faculty, staff and students. We have a draft EOP document when complete we will submit to all appropriate state agencies.

B. A statement that the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to: Fire safety; HVAC; Plumbing; Electrical; Food Service; and ADA (Americans with Disabilities Act).

Synergy Academy Chartered Public School shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to: Fire safety; HVAC; Plumbing; Electrical; Food Service; and ADA. We will work with the local fire department to conduct monthly Fire/Safety Drills. We will complete an annual Fire Safety Evaluation that will be submitted to the State Fire Marshal and the NHDOE.

SECTION XIII. COMMUNICATIONS PLAN

A. A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school.

Synergy Academy Chartered Public School's student recruitment plan is included in *Appendix K* and covers our plan for informing parents and pupils about the opportunities we offer and for assisting them with decision-making.

B. A plan to develop and disseminate best practices to charter schools, LEAs, and the wider community.

Synergy Academy Chartered Public School will use our website, social media, and email newsletter to promote our general activities, especially our findings and learnings around our logic model and theory of change. This will allow other schools to access data to inform best practices. We will work with local guidance departments to conduct shadow days for students and an annual open house for all sending district personnel to attend. Synergy will conduct bi-annual Town Hall meetings and fundraising events that will draw in all aspects of the community.

C. A plan for timely and regular communication with families and school stakeholders about ongoing school business, events, and student performance.

Synergy Academy Chartered Public School will also use our website, social media, and email newsletter to stay in close contact with our families and school stakeholders. Importantly, Synergy will also employ a Community Engagement Director and will have all staff make home visits to students and families.

SECTION XIV. ASSURANCES, PROVISIONS, POLICIES

A. Global hold-harmless clause

In accordance with RSA 194-B: 3, II(x), Synergy Academy Chartered Public School, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the host school district and any other school district which sends its students to Synergy Academy Chartered Public School, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of Synergy Academy Chartered Public School, its board, officers, employees, agents, representatives, contractors, guests, and invitees, or pupils.

B. Severability Provisions and Statement of Assurance

In accordance with RSA 194-B:3,II(y), if any part of the charter contract is determined to be invalid or illegal by a court of competent jurisdiction, such invalidation or illegality shall not affect the remaining portions of the charter contract, which shall remain in full force and effect. Any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable.

C. Statement of Assurances Related to Nondiscrimination

Synergy Academy Chartered Public School's success depends on a dynamic and diverse student body and staff. In accordance with RSA 193-B:3, II(m), Synergy Academy Chartered Public School will cultivate diversity in its students and staff and will not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability, socio-economic or marital status in the selection of students or staff or in the administration of the School or in any other way that is prohibited by law.

D. Provision for Providing Continuing Evidence of Adequate Insurance Coverage

Synergy Academy Chartered Public School will procure and provide evidence of adequate insurance coverage as required by the State, including but not limited to general liability for the School in accordance with RSA 194-B:3,II(t).

E. Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name.

Synergy Academy Chartered Public School will engage the services of a CPA for account reviews, reporting, fiscal accounting, and fiscal audits. Synergy Academy Chartered Public School will utilize an Attorney for the review of all policies and procedures, handbooks, and contracts.

F A Policy and Procedure that either sets forth the guidelines for the optional contracting of services with the host school district in sharing transportation, athletic, maintenance, and other services and facilities or states how and why the school declines to choose the option.

In the event, there are students at Synergy Academy Chartered Public School who wish to participate in athletic or other extracurricular activities offered at other schools within the local districts, the policy of Synergy Academy Chartered Public School will be to contract with the host school to provide that opportunity to those students. Transportation to and from athletic or other extracurricular activities will be the responsibility of the parents and/or guardian of the child participating.

Because Synergy Academy Chartered Public School has not secured a physical location at the time of this application, the specific transportation needs are not currently known. When the school's physical location is secured, Synergy Academy Chartered Public School will negotiate a contract with the host district for transportation to meet the requirements of Ed. 318.08(j)(2).

Maintenance and other facility services will be privately contracted. Transportation services may be negotiated with local districts once the physical school location is determined.

G. Statements that the School Will Develop, Prior to Opening, Policies

Synergy Academy Chartered Public School will develop prior to opening policies regarding: records retention; promoting school safety, including: reporting of suspected abuse or neglect, sexual harassment, pupil safety, and violence prevention; limiting the use of child restraint practices; and developmentally appropriate daily physical activity in accordance with Ed 318.08(j)(7).

H. Provision for Dissolution of the Charter School including disposition of its assets or amendment of its program plan, and a plan for the education of the school's pupils after the charter school may cease operation.

In the event that Synergy Academy Chartered Public School ceases operation, the Board shall consult with an attorney and the Department of Education to assure that contractual and financial obligations are met in accordance with RSA 194-B:3,II(z).

Upon dissolution of Synergy Academy Chartered Public School, the property remaining after the payment of all liabilities, and the return of any loaned items to the rightful owner, shall be offered to other similar educational organizations in hopes that the assets will continue to benefit students in New Hampshire. Any money earned through the sale of assets shall be used to settle all outstanding debts. Once all debts have been settled, the remaining money earned shall be distributed according to the following guidelines:

- Money obtained through the sale of items purchased using governmental grant funds will be returned to the State for distribution to other state-funded school programs.
- To the best of our ability, money obtained through the sale of items purchased using private donations or non-governmental grants will be offered back to the funders.
- Should that not be possible, assets will be offered to other non-profit organizations for work that resembles the intended purpose of the original donation.
- Money obtained from the sale of items purchased through community fundraising will be donated to other non-profit community organizations committed to supporting innovative education in New Hampshire.

See *Section J* below for a description of the plan for the education of the School's pupils after the charter school may cease operation.

I. In the case of the conversion of a public school to a chartered conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the charter school.

This section is not applicable to Synergy Academy Chartered Public School.

J. Plan for the Education of the School's Pupils after the Charter School May Cease Operation

In the event that the Synergy Academy Chartered Public School shall have cause to cease operation, the Executive Director will work with the Board to develop a student transfer process and advise all parents/guardians, Staff and Faculty of the process to be followed. All student records will be finalized and returned to sending districts.

Synergy Academy Chartered Public School will work with the parents/guardians in order to provide the best appropriate education in accordance with RSA 194- B:3,II(bb).

In the event that Synergy was to close we would preserve all student records and share all student reports/plans with the student and families. We will conduct this exercise for all graduates as well. Students continuing their high school careers will have an exit interview with their team. We will work with each student to create the best transition plan from Synergy to a different high school. Synergy will provide all student records to the student's family as well as to their new school. Active students would go on to their sending districts, and all graduate records would be sent to NHDOE.

K. A statement that a chartered public school providing the only available public education services at a specific grade level in a school district shall offer those educational services to all resident pupils of that grade level.

If Synergy Academy Chartered Public School provides the only available public education services at a specific grade level within its home school district, the School shall offer those educational services to all resident pupils of the grade level in accordance with RSA-B:8, IV and ED 318.07(b)(5).

L. An outline of the proposed accountability plan which clarifies expectations for evaluating the school's program, and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening.

A full accountability plan will be developed prior to the date of opening. Synergy Academy Chartered Public School will provide the New Hampshire Department of Education with reports on our programs and process annually utilizing a variety of curriculum-based and other assessment tools, as well as assessment data collected from our students throughout the year. We will measure and quantify student, classroom, and school progress in all learning areas. Surveys, interviews, and feedback from staff and faculty as well as families will enable Synergy Academy Chartered Public School to gain insight into our overall education impact and success. We will evaluate both academic and non-academic goals, and focus on finding and sharing best practices for supporting student success. We will share all information on our progress in relation to our goals with the school community annually. In addition to our annual reports, we will inform the Department of Education of our student enrollment, financial operations, and governance as required.

This reporting will address the following:

- The school's progress towards maintaining our mission;
- The school's responsibility for using public funds;
- The school's promotions for student attainment and expected knowledge and skills; and
- The school's sustainability.

SECTION XV. LETTERS OF SUPPORT

- a) **From business and community leaders, elected officials, local school districts, and parents.Ed 318.09 (e)(12)**

Please see Appendix: A

SECTION XVI. CHARTER SCHOOL OPENING TIMELINE

| Goal | Timeline | Deliverable |
|--|-------------------------|--|
| Recruit and formalize executive committee for school launch (COMPLETED) | June 2021 | Executive Committee |
| Letter of Intent (COMPLETED) | June 2021 | Letter of Intent |
| First Draft of Charter School Application (COMPLETED) | March 2022 | Full Draft |
| Submission of Charter School Application (COMPLETED) | July 2022 | Charter School Application |
| Apply for NH new charter grant (COMPLETED) | August 2022 | Submitted Grant Application |
| Receive approval for NH Public Charter School | December 2022 | State of NH School Charter Approval |
| Apply for Federal Tax Exempt (501c3) status | January 2023 | Submitted 501c3 application |
| Implement year one of five year fundraising plan | January - December 2023 | Raise necessary funds to launch school |
| Hire administrative staff | Post grant application | Hire executive director and leadership team |
| Secure location for campus | February 2023 | Purchase or obtain long term lease for school |
| Launching marketing and outreach campaign | March 2023 | Website, marketing packet, recruitment packet, partner MOU's |
| Hire staff and faculty | April 2023 | Secure contracts |
| On-board staff, training | June-August 2023 | Staff on board, complete school launch training |
| School launch | August 2023 | First day for students! |

SYNERGY ACADEMY FOUNDERS

Jorge Santana, jsantana.licsw@gmail.com

Adrienne Evans, adrienneferro@comcast.net

Laura Mills, laura.alexandra.mills@gmail.com


John Higgins, jfhiggins3@gmail.com

Section 16: Signed and Certified Application

This application is respectfully submitted by the below signed parents who reside in the State of New Hampshire.

This application has been prepared using the criteria set forth in the 'New Hampshire Department Application Rubric dated 3.25.21 and evaluation guidelines set forth in the 'New Hampshire Department of Education Charter School Evaluation Scoring Guide For Proposed Charter School Applications' as provided by the State of New Hampshire at the time of receipt and acceptance of the 'Letter of Intent' as dated June 9, 2021.

I certify that we have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation of award. I understand that incomplete applications will not be considered. The person named as contact person for the application is so authorized to serve as the primary contact for this application.

DocuSigned by:

 Signature BA8371FF357F43B... 10/30/2022
 Printed Name & City of Residence: Adrienne Evans Concord Date

DocuSigned by:


 Signature BA8371FF357F43B... 10/30/2022
 Printed Name & City of Residence: Peter Evans Concord Date

DocuSigned by:

 Signature 9F541A6A256C40D... 11/9/2022
 Printed Name & City of Residence: Sarah Aiken Concord Nh Date


DocuSigned by:


 Signature 9F541A6A256C40D... 11/9/2022
 Printed Name & City of Residence: Alex Koutroubas Concord NH Date

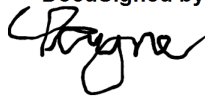
DocuSigned by:

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 Signature _____
 Printed Name & City of Residence: Stephanie O'Brien/Pittsfield NH Date 10/30/2022


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 Signature _____
 Printed Name & City of Residence: Ahini Malachi Concord NH Date 11/11/2022

DocuSigned by:

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 Signature _____
 Printed Name & City of Residence: Cynthia Koutroubas/Litchfield, NH Date 10/31/2022

DocuSigned by:

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 Signature _____
 Printed Name & City of Residence: Breanna M. Smith Date 11/1/2022

DocuSigned by:

 10826ED894DE42A...
 Signature _____
 Printed Name & City of Residence: Cynthia V Payne Date 11/16/2022

DocuSigned by:

 0BBB07E660384DD...
 Signature _____
 Printed Name & City of Residence: Lindsay Hamelin Brookline, NH Date 10/30/2022

APPENDIX A: LETTERS OF SUPPORT

Appendix: A

9/30/21

Manchester Community College
1066 Front Street
Manchester, NH 03102

To the New Hampshire State Board of Education,

On behalf of Manchester Community College, I am honored to submit this letter of support for Synergy Academy Chatered Public School's application. Their proposed model is truly innovative and youth-centered, and speaks to unmet needs in our community.

Manchester Community College is a fully accredited public non-profit community college with more than 60 associate degree and certificate programs, including art and design, automotive technology, business, construction technologies, education, healthcare and liberal arts.

Synergy's proposed approach of working with organizations like ours to provide high-quality wraparound services to students is of high interest to Manchester Community College. If this application is approved, Manchester Community College and Synergy will pursue partnership opportunities.

If you have any questions or would like to discuss further, please feel free to contact me at bbicknell@ccsnh.edu.

All the best,

Dr. Brian Bicknell
President
Manchester Community College

Appendix: A

Synergy Academy Charter Public Schools

The McClelland Education Private Foundation is a foundation committed to the advancement of students who come from disadvantaged circumstances who seek education as a way to fully maximize their potential; and by doing so, improve their fortunes and the fortunes of their family, neighborhoods, and State.

Synergy, with a curriculum focus of providing a foundation in reading, comprehension, math and science promises to provide its graduates with the tools to become productive citizens of our ever changing world and be contributors to New Hampshire's future development and growth.

The McClelland Foundation provides it's Scholars with grants to pursue further education in the trades as well as college so they can become financially independent and constructive citizens.

Our Scholars commit in turn to help their families, neighborhoods, and contribute financially to their education. This partnership allows for the Scholar to graduate with less debt since the grants are not taxable, nor repayable.

The McClelland Foundation

APPENDIX B: PROPOSED FIVE- YEAR BUDGET

Appendix B: Synergy Academy Five-Year Budget

| School Accounting Codes | Category | Description | Startup | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
|-------------------------|----------|---------------------------------|-----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| INCOME | | | | | | | | |
| | Income | Tuition | | | | \$0.00 | \$0.00 | \$0.00 |
| | Income | Federal Startup Grant | \$1,274,381.14 | \$225,618.86 | | \$0.00 | \$0.00 | \$0.00 |
| | Income | Donation Unrestricted | \$5,000.00 | \$5,000.00 | \$15,000.00 | \$15,000.00 | \$15,000.00 | \$15,000.00 |
| | Income | Donation Restricted | \$5,000.00 | \$5,000.00 | \$15,000.00 | \$15,000.00 | \$15,000.00 | \$15,000.00 |
| | Income | Development | | | \$30,000.00 | \$30,900.00 | \$31,827.00 | \$32,781.81 |
| | Income | Fundraising Events | \$10,000.00 | \$10,000.00 | \$15,000.00 | \$15,450.00 | \$15,913.50 | \$16,390.91 |
| | Income | Special Education Reimbursement | | \$72,378.40 | \$75,997.32 | \$79,797.19 | \$83,787.05 | \$87,976.40 |
| | Income | Title 1 Grant | | \$48,000.00 | \$48,000.00 | \$48,000.00 | \$48,000.00 | \$48,000.00 |
| | Income | Title 2A Grant | | \$5,500.00 | \$5,500.00 | \$5,500.00 | \$5,500.00 | \$5,500.00 |
| | Income | Title 4 Grant | | \$10,000.00 | \$10,000.00 | \$10,000.00 | \$10,000.00 | \$10,000.00 |
| | Income | Lease Aid Grant | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| | Income | Adequacy Aid | | \$460,032.00 | \$690,048.00 | \$920,064.00 | \$920,064.00 | \$920,064.00 |
| | Income | Differentiated Aid | | \$460,032.00 | \$109,800.00 | \$146,400.00 | \$146,400.00 | \$146,400.00 |
| | Income | Grants-Other | \$10,000.00 | \$20,000.00 | \$45,000.00 | \$60,000.00 | \$80,000.00 | \$100,000.00 |
| | Income | Medicaid to Schools | | \$110,000.00 | \$113,300.00 | \$116,699.00 | \$122,533.95 | \$128,660.65 |
| | Income | In-kind Donation | \$40,000.00 | \$25,000.00 | \$30,000.00 | \$300,000.00 | \$30,000.00 | \$30,000.00 |
| | | TOTAL REVENUE | \$1,344,381.14 | \$1,456,561.2 | \$1,202,645.3 | \$1,762,810.1 | \$1,524,025.5 | \$1,555,773.7 |

| Gov. Accounting | Category | Description | Startup | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
|-----------------|-------------|--|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| EXPENSES | | | | | | | | |
| Function-Object | | | | | | | | |
| 1000-110 | Personnel | Salary - Teachers | \$56,250.00 | \$225,000.00 | \$231,750.00 | \$238,702.50 | \$245,863.58 | \$253,239.48 |
| | Personnel | Salary - Specials | \$13,000.00 | \$49,000.00 | \$50,470.00 | \$51,984.10 | \$53,543.62 | \$55,149.93 |
| | Personnel | Salary - Paraprofessionals | \$17,280.00 | \$53,280.00 | \$54,878.40 | \$56,524.75 | \$58,220.49 | \$59,967.11 |
| | Personnel | Substitutes - Professional Services | | | | | | |
| | Personnel | Salary - Administration | \$375,000.00 | \$210,000.00 | \$216,300.00 | \$222,789.00 | \$229,472.67 | \$236,356.85 |
| | Personnel | Salary - Business Administrator | \$41,666.67 | \$50,000.00 | \$51,500.00 | \$53,045.00 | \$54,636.35 | \$56,275.44 |
| | Personnel | Salary-Student Support | \$54,166.67 | \$65,000.00 | \$66,950.00 | \$68,958.50 | \$71,027.26 | \$73,158.07 |
| | Personnel | Payroll Tax FICA | \$35,689.55 | \$49,899.42 | \$51,396.40 | \$52,938.29 | \$54,526.44 | \$56,162.24 |
| | Personnel | Workers Compensation | \$10,000.00 | \$10,000.00 | \$10,000.00 | \$10,000.00 | \$10,000.00 | \$10,000.00 |
| | Personnel | Health, Dental, Life, Disability Insurance | \$57,225.26 | \$92,991.05 | \$104,282.82 | \$109,496.97 | \$114,971.81 | \$120,720.41 |
| | Personnel | Retirement Match | | | | | | |
| | Personnel | Hiring Expense | \$5,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 |
| | Personnel | Payroll Expense | \$10,000.00 | \$1,950.00 | \$1,950.00 | \$1,950.00 | \$1,950.00 | \$1,950.00 |
| | Personnel | Professional Development | \$50,000.00 | \$5,000.00 | \$5,000.00 | \$5,000.00 | \$5,000.00 | \$5,000.00 |
| | Personnel | Travel | \$1,200.00 | \$1,200.00 | \$1,200.00 | \$1,200.00 | \$1,200.00 | \$1,200.00 |
| | | SUBTOTAL - PERSONNEL | \$726,478.14 | \$814,320.47 | \$845,477.63 | \$872,389.11 | \$900,212.23 | \$930,179.53 |
| | Instruction | Technology | \$66,500.00 | \$3,000.00 | \$3,300.00 | \$3,630.00 | \$3,993.00 | \$4,392.30 |
| | Instruction | Curriculum Development Contracted | \$135,000.00 | \$10,000.00 | \$5,000.00 | \$5,500.00 | \$6,050.00 | \$6,655.00 |
| | Instruction | Curriculum Textbooks and Materials | \$75,000.00 | \$1,200.00 | \$1,320.00 | \$1,452.00 | \$1,597.20 | \$1,756.92 |
| | Instruction | Computer Software and Licenses | \$50,000.00 | \$6,400.00 | \$7,040.00 | \$7,744.00 | \$8,518.40 | \$9,370.24 |
| | Instruction | Library Books and Materials | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| | Instruction | Furniture and Equipment | \$14,808.00 | \$5,580.00 | \$6,138.00 | \$6,751.80 | \$7,426.98 | \$8,169.68 |
| | Instruction | Student Food, PBIS | | \$20,000.00 | \$20,000.00 | \$22,000.00 | \$24,200.00 | \$26,620.00 |
| | Instruction | Instructional Supplies | \$26,000.00 | \$3,000.00 | \$3,300.00 | \$3,630.00 | \$3,993.00 | \$4,392.30 |
| | Instruction | Class Trips | | \$3,700.00 | \$4,070.00 | \$4,477.00 | \$4,924.70 | \$5,417.17 |
| | Instruction | Festivals & Events | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| | Instruction | Special Education Expense | \$8,000.00 | \$8,000.00 | \$8,800.00 | \$9,680.00 | \$10,648.00 | \$11,712.80 |
| | Instruction | Title 1 | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| | Instruction | Title 2 | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

Appendix B: Synergy Academy Five-Year Budget

| | | | | | | | |
|--------------|-----------------------------------|----------------|---------------|---------------|---------------|---------------|---------------|
| | Title 4 | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| Instruction | McKinney-Vento | \$10,000.00 | \$5,000.00 | \$5,500.00 | \$6,050.00 | \$6,655.00 | \$7,320.50 |
| | SUBTOTAL - INSTRUCTION | \$385,308.00 | \$65,880.00 | \$64,468.00 | \$70,914.80 | \$78,006.28 | \$85,806.91 |
| Facilities | Janitorial | \$1,800.00 | \$7,200.00 | \$7,920.00 | \$8,712.00 | \$9,583.20 | \$10,541.52 |
| Facilities | Maintenance & Repairs | \$20,000.00 | \$5,000.00 | \$5,500.00 | \$5,500.00 | \$5,500.00 | \$6,050.00 |
| Facilities | Heat & AC | \$3,000.00 | \$12,000.00 | \$13,200.00 | \$13,200.00 | \$14,520.00 | \$14,955.60 |
| Facilities | Electricity | \$1,350.00 | \$5,400.00 | \$5,562.00 | \$5,562.00 | \$5,562.00 | \$5,728.86 |
| Facilities | Water/Sewer | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Facilities | Groundskeeping | \$3,650.00 | \$3,300.00 | \$3,399.00 | \$3,399.00 | \$3,500.97 | \$3,606.00 |
| Facilities | Paper Goods & Cleaning Supplies | \$6,000.00 | \$2,500.00 | \$2,575.00 | \$2,575.00 | \$2,652.25 | \$2,731.82 |
| Facilities | Dumpster | \$3,500.00 | \$6,000.00 | \$6,180.00 | \$6,180.00 | \$6,365.40 | \$6,556.36 |
| Facilities | Telephone/Internet | \$3,360.00 | \$5,760.00 | \$5,932.80 | \$5,932.80 | \$6,110.78 | \$6,294.11 |
| Facilities | Network Cabling and Set-up | \$15,000.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Facilities | Security System | \$8,400.00 | \$14,400.00 | \$14,832.00 | \$14,832.00 | \$15,276.96 | \$15,735.27 |
| Facilities | Permits | \$2,500.00 | \$500.00 | \$515.00 | \$515.00 | \$530.45 | \$546.36 |
| Facilities | Contingencies | \$15,000.00 | \$5,000.00 | \$5,150.00 | \$5,150.00 | \$5,304.50 | \$5,463.64 |
| Facilities | Inspections and Testing | \$2,500.00 | \$1,000.00 | \$1,030.00 | \$1,030.00 | \$1,060.90 | \$1,092.73 |
| | SUBTOTAL - FACILITIES | \$86,060.00 | \$68,060.00 | \$71,795.80 | \$72,587.80 | \$75,967.41 | \$79,302.26 |
| Fees | Bank Fees | \$375.00 | \$1,500.00 | \$1,545.00 | \$1,591.35 | \$1,639.09 | \$1,688.26 |
| Fees | Facility Rental | \$56,000.00 | \$96,000.00 | \$98,880.00 | \$101,846.40 | \$104,901.79 | \$108,048.85 |
| Fees | Property Tax - Rent | \$7,000.00 | \$12,000.00 | \$12,000.00 | \$12,360.00 | \$12,730.80 | \$13,112.72 |
| Fees | Depreciation | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| | SUBTOTAL - FEES | \$63,375.00 | \$109,500.00 | \$112,425.00 | \$115,797.75 | \$119,271.68 | \$122,849.83 |
| Development | Campaign Expenses | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Development | Marketing Materials & Advertising | \$4,000.00 | \$2,500.00 | \$2,500.00 | \$2,500.00 | \$2,500.00 | \$2,500.00 |
| Development | Fundraising Events | \$2,500.00 | \$2,500.00 | \$2,500.00 | \$2,500.00 | \$2,500.00 | \$2,500.00 |
| | SUBTOTAL - DEVELOPMENT | \$6,500.00 | \$5,000.00 | \$5,000.00 | \$5,000.00 | \$5,000.00 | \$5,000.00 |
| Office | Office Supplies | \$2,500.00 | \$2,500.00 | \$2,750.00 | \$3,025.00 | \$3,115.75 | \$3,209.22 |
| Office | Copy Machine | \$935.00 | \$1,740.00 | \$1,792.20 | \$1,845.97 | \$1,901.34 | \$1,958.39 |
| Office | Printing | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Office | Postage | \$1,200.00 | \$1,200.00 | \$1,236.00 | \$1,273.08 | \$1,311.27 | \$1,350.61 |
| Office | Computer Supplies | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Office | Dues & Fees | \$6,000.00 | \$6,000.00 | \$6,180.00 | \$6,365.40 | \$6,556.36 | \$6,753.05 |
| Office | Student Information System | \$12,000.00 | \$12,000.00 | \$12,360.00 | \$12,730.80 | \$13,112.72 | \$13,506.11 |
| Office | Web Admin | \$525.00 | \$525.00 | \$540.75 | \$556.97 | \$573.68 | \$590.89 |
| Office | Medical/Health Supplies | \$1,200.00 | \$1,200.00 | \$1,236.00 | \$1,273.08 | \$1,311.27 | \$1,350.61 |
| | SUBTOTAL - OFFICE | \$24,360.00 | \$25,165.00 | \$24,858.95 | \$25,797.22 | \$26,571.14 | \$27,368.27 |
| Professional | Accounting & Auditing | \$27,000.00 | \$27,000.00 | \$27,000.00 | \$27,000.00 | \$27,000.00 | \$27,000.00 |
| Professional | IT & Computer Services | \$13,500.00 | \$5,400.00 | \$5,400.00 | \$5,562.00 | \$5,728.86 | \$5,900.73 |
| Professional | Legal | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Professional | Other Professional Fees | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,030.00 | \$1,060.90 | \$1,092.73 |
| | SUBTOTAL - PROFESSIONAL | \$41,500.00 | | \$33,400.00 | \$33,592.00 | \$33,789.76 | \$33,993.45 |
| Insurance | Property-Liability&Contents | \$5,400.00 | \$18,000.00 | \$19,800.00 | \$21,384.00 | \$23,094.72 | \$24,942.30 |
| Insurance | Umbrella Coverage | \$5,400.00 | \$21,600.00 | \$23,760.00 | \$25,660.80 | \$27,713.66 | \$29,930.76 |
| Insurance | Worker's Compensation | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Insurance | Flood Insurance if needed | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Insurance | Internet Data Insurance | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Insurance | Board E&L Insurance | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| | SUBTOTAL - INSURANCE | \$10,800.00 | \$39,600.00 | \$43,560.00 | \$47,044.80 | \$50,808.38 | \$54,873.05 |
| | NET INCOME | \$1,344,381.14 | \$1,456,561.2 | \$1,202,645.3 | \$1,762,810.1 | \$1,524,025.5 | \$1,555,773.7 |
| | TOTAL - EXPENSE | \$1,344,381.14 | \$1,127,525.4 | \$1,200,985.3 | \$1,243,123.4 | \$1,289,626.8 | \$1,339,373.3 |
| | | \$0.00 | \$329,035.79 | \$1,659.94 | \$519,686.70 | \$234,398.61 | \$216,400.45 |

APPENDIX C: FOUNDER / TRUSTEE
BIOS



APPENDIX: C

Synergy Academy Chartered Public School **Founding Board of Trustees**

Ahni Malachi

Since 2018 Ahni has served as the Executive Director of the NH Commission for Human Rights. She is a current commissioner on the NH Commission on Law Enforcement Accountability, Community, and Transparency appointed by Governor Christopher Sununu. She is the current Chairwoman of the NH Governor's Advisory Council on Diversity and Inclusion.

John Freeman

John currently serves as superintendent of schools of the Strafford School District in New Hampshire. His career in education has included serving as a school or district leader in Maine, Massachusetts, and New Hampshire; elementary and middle school teaching in New Jersey and North Dakota; as well as an administrative internship year in New York. John has also worked with schools as a school change coach with the Center for Secondary School Redesign and has been a frequent presenter at state, regional, and national conferences on a range of topics including student-centered practices; high school redesign; community engagement in school development; educator effectiveness; and school leadership. Finally, John has served as an adjunct instructor teaching a range of courses – education, communication, and literature – at both the undergraduate and graduate levels, at colleges and universities in Massachusetts and New Hampshire.

Sarah Aiken

Sarah is the Director of Public Affairs at Community Bridges (a social service agency in Concord NH) She is a registered lobbyist in the state of NH with a focus on initiatives pertaining to individuals with disabilities. She is the current chairwoman of the New Hampshire Developmental Services Quality Council. She is the co-chair of the New Hampshire Council on Autism Spectrum Disorders appointed by Governor Christopher Sununu. She is also the parent of a former New Hampshire charter school student.



Synergy Academy Charter Public School
Founding Board of Trustees Cont.

Adrienne Evans

Adrienne has been the Executive Director of the New England Institute of Developmental Pediatrics since 2013 (A multi-disciplinary therapy program for families of children with developmental disabilities) She is a current member of the New Hampshire Developmental Services Quality Council, is the Co-Chair of the New Hampshire Council on Autism Spectrum Disorders, a member of the Governor’s Advisory Council on Diversity and Inclusion and is a commissioner of the New Hampshire Commission for Human Rights. She previously held a seat on the board of trustees for the Crotched Mountain Foundation, the New Hampshire Council on Developmental Disabilities, and the New Hampshire State Advisory Committee on the Education of Students with Disabilities.

George McClelland

George is a highly experienced and successful business leader who co-founded The Charitable Gift Fund, eSecLending, Universal Mobile Technologies, and Boston Bio. He has served on the boards of over seventeen companies as well as several nonprofit organizations including Big Brothers Mass Bay and the Harvard Business School Association Board of Governors. He has a B.A. in economics from Trinity College in Connecticut, an M.B.A. from Harvard Business School, and a Ph.D. in Humane Letters from the University of Massachusetts Medical School.

John Higgins

John Higgins is a Production Manager for a leading Geotechnical Risk management organization in New London, NH. John has vast experience in leadership, education, and business operations. John most recently designed and built an Alternative High School servicing students from the Dartmouth/Lake Sunapee region of NH. He worked with families, students, teachers, and community partners to provide the best secondary education to students that had struggled in a traditional education setting.

John made a significant life change by leaving the corporate world for education. Before John’s 21 years as an educator, he was the Director of Sales for a major beverage company. John was responsible for the entire Northern New England marketplace, managing over one hundred million dollars of sales and 200 plus employees. He has gained a BA from Assumption College and has completed 20 post-baccalaureate credits at Granite State College with a focus on Special Education. John currently lives with his wife and two children in Newbury, NH.

APPENDIX: C



January 11, 2023

RE: Synergy, Potential Board Member

Thank you for your interest in becoming a member of the Synergy School Board of Directors. We need resourceful, energetic individuals who are excited about our mission. We are looking to add several new members to broaden our education and learning experience and increase Synergy's connections to the greater Concord community.

Synergy Charter Academy is a non-profit, public charter high school of choice, serving the greater Concord area and open to all students in the State of New Hampshire. The primary purpose of Synergy is to offer student-centered academics to students who have faced challenges in a traditional high school setting. The mission of Synergy Academy Chartered Public School is to activate and nurture the inherent talent and potential of our students, using individualized educational plans and experiential learning to empower students with tools to navigate their futures and achieve their academic goals. We will actively engage students in a robust personalized course of study, concepts, skills, and dispositions to real-world problems, the authentic performance of mastered competencies, and meaningful relationships with the adult community through personal advisors, mentors, apprenticeships, and hands-on service learning.

Synergy Academy has been created for those seeking an alternative to traditional high school. Our small, non-tax-supported public high school will play a critical role in several communities by engaging students who have struggled to succeed for a host of diverse reasons. The connections we will make with the student will be essential to their success as we prepare them not only for graduation but to enter the workforce, vocational training, or higher education. To meet our mission and provide services to our students as well as our community partners, we rely on the generosity of individuals and businesses for support. Without the assistance of community-minded individuals like you, we will not be able to support students in our community who need it the most.

Our Board is currently comprised of ---- members. We hold monthly meetings at the

school from 5:00 pm-7:00 pm every second Tuesday of the month. We have established several committees that Board members are encouraged to participate in. Our committees have participants from the faculty, staff, and parents and typically meet monthly. The Board also conducts a two-day Annual Retreat. The retreat is held the first week of June to discuss strategies and best practices to be implemented in the upcoming school year. The two-day Retreat is held at the Synergy campus, for two hours each evening.

Prospective board members should start by attending and participating in at least one board meeting. We ask that you visit our website, SynergyAcademyNH.org provide the Synergy Board with a Resume, and meet with our Executive Director. All applicants will be notified within one month of completing the above process. Please feel free to contact any Synergy Academy School Board Member with questions about the organization or serving on the Board of Directors.

Thank you for your interest in Synergy, we look forward to having you join us as a board member.

Sincerely,

Executive Board of Directors, Synergy Academy Charter School

APPENDIX D: BOARD OF TRUSTEE
BY-LAWS



APPENDIX:D

**Bylaws of Synergy Academy Chartered Public School
A New Hampshire Nonprofit Corporation
Incorporated Pursuant to (RSA 292)**

These Bylaws are based in part upon provisions of the State of New Hampshire General Laws on Corporations for Charitable and Certain Other Purposes, and provisions of the Articles of Incorporation of Synergy Academy Chartered Public School which were filed with the Secretary of State on [date] pursuant to _____.

The name of the Nonprofit Corporation shall be Synergy Academy Chartered Public School (Synergy).

ARTICLE I.

OFFICES

Section 1. **Principal Office.** The principal office of the Nonprofit Corporation is (mailing address). The Nonprofit Corporation may have such other offices within or without the State of New Hampshire as the Board of Directors may determine from time to time.

Section 2. **Registered Office.** The Nonprofit Corporation shall have and continuously maintain in the State of New Hampshire a registered office, which may be the same as its principal office, which may change from time to time.

ARTICLE II.

MEMBERSHIP

The Nonprofit Corporation shall have no members.

ARTICLE III.

BOARD OF DIRECTORS

Section 1. **Number.** The Nonprofit Corporation shall have a Board of Directors consisting of up to and not more than twenty (20) persons.

Staggered terms of two-years and three-years will be established by the Synergy Board with appointments to be made by a 2/3 majority vote of existing Trustees.

- Synergy Board members may serve two 3-year terms
- Synergy Board members may serve three 2-year terms
- Synergy Board members are eligible to be re-nominated after a year off the board
- Synergy Board members may continue to serve on committees.

Section 2. **Election and Term.** Directors shall be appointed by the Board of Directors at a regular meeting of the Board of Directors and shall hold office for a term of three (3) years. Directors may serve a maximum of three (3) consecutive terms. They may begin serving again after a period of one year as a non-Director.

Section 3. **General Powers and Duties.** All corporate powers shall be exercised by, or under the authority of, and the business and affairs of the Nonprofit Corporation managed under the direction of the Board of Directors. Without limiting the generality of the foregoing, the Board of Directors may exercise all such powers of the Nonprofit Corporation as are provided by law, the Articles of Incorporation and these Bylaws.

Section 4. **Compensation.** Directors shall receive no compensation or stated salaries for their services as Directors of the Nonprofit Corporation; provided, however, that the Board of Directors may, by resolution, provide for reimbursement of any extraordinary expenses incurred by a Director in the performance of his or her services. Nothing herein shall be construed to preclude the payment of compensation for services rendered to the Nonprofit Corporation by a Director in some other capacity.

Section 5. **Removal and Resignations.** Any Director may be removed, with or without cause, by a vote of a majority of the Board of Directors. Any Director may resign at any time by giving written notice to the President or Secretary of the Nonprofit Corporation. Such resignation shall take effect at the time specified therein; and, unless otherwise stated therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 6. **Vacancies.** Any vacancy occurring on the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors. A Director elected to fill a vacancy shall be elected for a normal term of 3 years.

ARTICLE IV.

MEETINGS OF THE BOARD OF DIRECTORS

Section 1. **Meetings.** A regular annual meeting of the Board of Directors shall be held at a place chosen by the Board of Directors at the time and place specified by the President. Additional regular meetings of the Board of Directors may be held at such time and place as may be fixed by the Board of Directors. Special meetings of the Board of Directors may be called by the President or by any two Directors, and shall be held at such time and place as may be designated in the notice of such meeting. The President shall preside at all meetings of the Board of Directors. In the event of his or her absence, the officer to preside at such meetings shall be designated by the Board of Directors.

Section 2. **Notices.** Notices shall be posted in two public places no later than twenty four hours before the meeting in accordance with Chapter 91-A for regular and special meetings of the Board of Directors. Written notice of special meetings of the Board of Directors shall be delivered to each Director, personally, by mail, e-mail or by telephone, at least ten (10) days prior to the date of such meeting. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail, addressed to the Director at his or her address as it appears on the records of the Nonprofit Corporation, with postage thereon prepaid. The notice of a meeting shall state the place, date and hours thereof, but need not, unless otherwise required by law or these Bylaws, state the purpose or purposes thereof. Any Director may waive notice of any meeting. Attendance of a Director at any meeting shall constitute a waiver of notice of such meeting except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purposes of, any regular or special meeting of the Board of Directors need be specified in the notice or waiver of such meeting.

Section 3. **Attendance by Telephone.** Directors may participate in any meeting of the Board of Directors or any meeting of a committee designated by the Board of Directors by means of conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other at the same time. Such participation shall constitute presence in person at the meeting. Public access shall be provided and meeting notices will be posted in accordance with Chapter 91-A.

Section 4. **Waiver.** A waiver of notice signed by a Director, whether before, at, or after a meeting of the Board of Directors or of any committee designated by the Board of Directors, shall be equivalent to the giving of notice to that Director.

Section 5. **Quorum.** A majority of the Directors of the Nonprofit Corporation shall be necessary to constitute a quorum for the transaction of business at any meeting of the Board of Directors. If, however, such quorum shall not be present at any meeting, a majority of the Directors present may adjourn the meeting from time to time, to a time

and date certain, without notice other than an announcement at the meeting, until a quorum shall be present.

Section 6. **Manner of Acting.** The act of a majority of the Directors present at a meeting of the Board of Directors at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater portion is required by law, the Articles of Incorporation or these Bylaws.

Section 7. **Informal Action by Directors.** Any action which is required to be taken, or which may be taken, at a meeting of the Board of Directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all the Directors entitled to vote with respect to the subject matter thereof. Such consent shall have the same force and effect as a unanimous vote of the Board of Directors.

ARTICLE V.

OFFICERS

Section 1. **Officers.** The Officers of the Nonprofit Corporation shall consist of a President, Secretary, Treasurer, and Executive Director, and any other officers as it shall deem desirable, such officers to have authority and perform the duties prescribed, from time to time, by the Board of Directors. Any two (2) or more offices, except the offices of the President and the Secretary, may be held by the same person.

Section 2. **Election and Term.** Officers shall be elected or appointed at a regular meeting of the Board of Directors for a term of one (1) year and shall serve until their successors are elected and qualified or until their earlier deaths, resignations or removal.

Section 3. **Vacancies.** Any vacancy among the officers shall be filled by the Board of Directors. An Officer elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

Section 4. **President.** The President should preside at all meetings of the members of the Board of Directors and assist in conducting matters of the Board. The President may sign with the Secretary, or any other proper officer of the Nonprofit Corporation, contracts or other instruments which the Board of Directors has authorized to be executed, except where the signing and execution thereof shall be delegated by the Board of Directors to some other Officer of the Nonprofit Corporation. In general, the President shall perform all duties and may exercise all rights as are incident to the office of President of the Nonprofit Corporation and such other duties as may be prescribed by the Board of Directors or these Bylaws.

Section 5. **Vice-President.** If elected or appointed by the board of directors, the Vice-President shall have all the powers and perform all the duties of the President in the

absence or disability of the President. The Vice-President shall perform such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 6. **Secretary.** The Secretary may designate his or her duties as outlined in this section to another Director or to the Executive Assistant of the Nonprofit Corporation. The Secretary shall keep full minutes of all meetings of the Board of Directors. The Secretary should attend the meetings of the Board of Directors and should act as clerk thereof and record all the acts and votes and the minutes of all proceedings in one or more books or electronic files to be kept for that purpose. The Secretary shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law, and shall perform such other duties as may be assigned to such office. The Secretary shall perform such other duties and have such other powers as the President or the Board of Directors may from time to time prescribe.

Section 7. **Treasurer.** If required by the Board of Directors, the Treasurer shall give bond for the faithful discharge of his or her duties in such sum and with such sureties as the Board of Directors shall determine. The Treasurer shall keep full and correct account of receipts and disbursements in the books belonging to the Nonprofit Corporation, and shall deposit all moneys and other valuable effects to the credit of the Nonprofit Corporation in such banks of deposit, trust companies, or other depositories as may be designated by the Board of Directors. The Treasurer shall have charge and custody of and be responsible for all funds and securities of the Nonprofit Corporation. The Treasurer shall perform such other duties and have such other powers as the President or the Board of Directors may from time to time determine.

Section 8. **Executive Director.** The Executive Director shall be the Board's executive representative in the management of the affairs of the corporation and shall act as the duly authorized representative of the Board in all matters not assigned to a Board member or officer. She or he shall work with the Chairperson of the Board in setting all Board agendas. The Executive Director will be responsible for and report to the Board.

Section 9. **Resignations.** Any Officer may resign at any time by giving written notice to the Board of Directors or to the President or the Secretary of the Nonprofit Corporation. Any such resignation shall take effect at the time specified therein, unless no such time is specified, in which case such resignation shall be effective immediately. Unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 10. **Removal.** Any Officer may be removed by the Board of Directors whenever in its judgment the best interests of the Nonprofit Corporation will be served thereby. The removal of an Officer shall be without prejudice to the contract rights, if any, of the Officer so removed.

Section 11. **No Loans to Officers.** The Nonprofit Corporation shall not lend any of its assets to any Officers of the Nonprofit Corporation. If any such loan be made, the

Officers and members of the Board of Directors who make such loans or assent thereto, shall be jointly and severally liable for repayment or return thereof.

ARTICLE VI.

COMMITTEES

Section 1. **Committees of Directors.** The Board of Directors, by resolution adopted by a majority of the Directors in office, may designate and appoint one or more committees, each of which shall consist of one or more Directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the Nonprofit Corporation, except that such authority shall be no greater than that permitted by the Articles of Incorporation, these Bylaws and the New Hampshire state Laws. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed upon it or him or her by law.

Section 2. **Other Committees.** Other committees not having and exercising the authority of the Board of Directors in the management of the Nonprofit Corporation may be appointed in such manner as may be designated by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present. Any member thereof may be removed by the person or persons authorized to appoint such members whenever in their judgment the best interests of the Nonprofit Corporation shall be served by such removal.

ARTICLE VII.

CONTRACTS, BANKING, GIFTS

Section 1. **Contracts.** The Board of Directors may authorize any Officer or Officers, agent or agents of the Nonprofit Corporation, in addition to the Officers so authorized by these Bylaws, to enter into any contract and to execute and deliver any instrument in the name of and on behalf of the Nonprofit Corporation. Such authority may be general or confined to specific instances or transactions.

Section 2. **Checks, Drafts, Etc.** The Board of Directors may authorize any Officer or Officers or agent or agents of the Nonprofit Corporation to issue checks, drafts or other orders for the payment of money, notes or other evidence of indebtedness issued

in the name of the Nonprofit Corporation, and in such manner as shall be determined by the Board of Directors.

Section 3. **Deposits and Investments.** All funds of the Nonprofit Corporation shall be deposited to the credit of the Nonprofit Corporation in such banks, trusts companies or other depositories, or invested for the account of the Nonprofit Corporation in such manner as the Board of Directors may determine from time to time.

Section 4. **Gifts.** The Board of Directors or any Officer may accept on behalf of the Nonprofit Corporation any contribution, gift, grant, bequest or devise for the general purposes or for any special purpose of the Nonprofit Corporation.

Section 5. **Loans.** No Officer or Director shall be authorized to obtain loans on behalf of the Nonprofit Corporation without the approval of the Board of Directors.

ARTICLE VIII.

SEAL

The Nonprofit Corporation may have a corporate seal, which shall be in such form as shall be approved by resolution of the Board of Directors. Such seal may be used by causing it or a facsimile thereof to be impressed or affixed or in any other manner reproduced. The impression of the seal may be made or attested by the Secretary for the authentication of contracts or other papers requiring such seal.

ARTICLE IX.

WAIVER OF NOTICE

Whenever any notice is required to be given under the provisions of the New Hampshire state Laws or under the provisions of the Articles of Incorporation or the Bylaws of the Nonprofit Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE X.

PROTECTION OF TAX EXEMPT STATUS

Section 1. **No Private Insurance.** No part of the net earnings of the Nonprofit Corporation shall inure to the benefit of, or be distributable to, its Directors or Officers, or other private persons, except that the Nonprofit Corporation shall be authorized and

empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the Nonprofit Corporation's charitable and educational purposes to the extent consistent with law and the provisions of the Nonprofit Corporation's Articles of Incorporation and these Bylaws.

ARTICLE XI.

AMENDMENT OF BYLAWS

These bylaws may be amended, altered or repealed upon affirmative vote of a majority of the Directors.

ARTICLE XII.

ANTI DISCRIMINATION

This policy defines Synergy Academy Chartered Public School position on discrimination. This policy applies to all Synergy employees, volunteers and contractors. Synergy follows an equal opportunity employment policy, and employs personnel without regard to race, creed, color, religion, national origin, sex, sexual orientation, age, physical or mental ability, veteran status, and marital status. This policy also applies to internal promotions, training, opportunities for advancement, terminations, relationships with outside vendors and customers, use of contractors and consultants, and in dealing with the general public.

ARTICLE XIII.

DISTRIBUTIONS ON LIQUIDATION OR DISSOLUTION

Except as otherwise provided by law, upon any dissolution, voluntary or involuntary, revocation of its charter, insolvency or bankruptcy of the Nonprofit Corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the Nonprofit Corporation, dispose of all of the assets of the Nonprofit Corporation (as required by, and in accordance with, the applicable provisions of the New Hampshire state Laws) exclusively for the purposes of the Corporation in such manner, or to any organization or organizations engaged in activities similar to those of the Nonprofit Corporation and which at that time qualify as an exempt organization or organizations under I.R.C. §501(c)(3), as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the district court of

the county in which the principal office of the Nonprofit Corporation is then located, exclusively for such purposes or to such organizations, as said court shall determine.

ARTICLE XIV.

MISCELLANEOUS

Section 1. **Invalid Provision.** The invalidity or unenforceability of any particular provision of these Bylaws shall not affect the other provisions herein, and these Bylaws shall be construed in all respects as if such invalid or unenforceable provision was omitted.

Section 2. **Governing Law.** These Bylaws shall be governed by and construed in accordance with the laws of the state of New Hampshire.

Section 3. **Books and Records.** The Nonprofit Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its board of directors and committees having any of the authority of the board of directors.

Section 4. **Fiscal Year.** The fiscal year of the corporation shall end on the last day of June in each calendar year.

Dated: July 1, 2022

APPENDIX E: INSTRUCTIONAL MANUAL & CURRICULUM

A Correlation of
myPerspectives
©2017



To the
**Instructional Materials Evaluation
Toolkit (IMET) ELA/Literacy**
Grades 6-12



Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the criteria of the **Instructional Materials Evaluation Toolkit (IMET) ELA/Literacy**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or feature title.

myPerspectives™ English Language Arts is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.



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| Instructional Materials Evaluation Toolkit (IMET) Criteria | <i>myPerspectives</i> Responses |
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| <p>Non-Negotiable 1: Complexity of Texts</p> <p>Texts are worthy of student time and attention; they have the appropriate level of complexity for the grade, according to both quantitative and qualitative analyses of text complexity.</p> <ul style="list-style-type: none"> • NN Metric 1A: 100% of texts must be accompanied by specific evidence that they have been analyzed with at least one research-based quantitative measure for grade-band placement. • NN Metric 1B: 100% of texts must be accompanied by specific evidence that they have been analyzed for their qualitative features indicating a specific grade-level placement. | <p><i>myPerspectives</i> contains selections that are at the level of text complexity required in Standard 10 of Reading: Literature and Standard 10 of Reading: Informational Text.</p> <p>The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success in reading texts of increasing complexity.</p> <p><i>Text Complexity Rubrics</i> in the Teacher’s Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students so all students are able to access the same text.</p> <ul style="list-style-type: none"> • Appendix A of the Common Core State Standards identifies three dimensions for evaluating text complexity: quantitative, qualitative, and reader-task relations. In the Teacher’s Edition, for every main selection, a Text Complexity Rubric provides a Lexile (a quantitative measure of complexity), as available, and ranks the selection in terms of qualitative factors identified in Appendix A. In addition, for each main text, the Text Complexity rubrics suggest two reader-task relations that teachers can use to inflect the complexity of the text, again per Appendix A. <p>See each unit for the Text Complexity Rubrics in the Teacher’s Edition. Grade 6 Unit 1 Teacher’s Edition p. 42C; Unit 2 Teacher’s Edition pp. 118C, 138C Grade 7 Unit 1 Teacher’s Edition pp. 62C, 108C; Unit 3 Teacher’s Edition page 264C Grade 8 Unit 1 Teacher’s Edition pp. 12C, 44C; Unit 2 Teacher’s Edition p. 98C</p> |

| Instructional Materials Evaluation Toolkit (IMET) Criteria | <i>myPerspectives</i> Responses |
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| | Grade 9 Unit 1 Teacher’s Edition pp. 12C, 22C; Unit 3 Teacher’s Edition p. 260C Grade 10 Unit 1 Teacher’s Edition pp. 12C, 36C; Unit 3 Teacher’s Edition p. 268C Grade 11 Unit 1 Teacher’s Edition pp. 16C, 30C; Unit 3 Teacher’s Edition p. 288C Grade 12 Unit 1 Teacher’s Edition pp. 16C, 74C; Unit 2 Teacher’s Edition p. 126C |
| <p>Non-Negotiable 2: Text-Dependent and Text-Specific Questions</p> <p>At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the text.</p> <ul style="list-style-type: none"> • NN Metric 2A: At least 80% of all questions and tasks should be text-dependent to reflect the requirements of Reading Standard 1 (by requiring use of textual evidence to support valid inferences from the text). • NN Metric 2B: Questions and tasks accurately address the analytical thinking required by the Standards at each grade level. NOTE: While multiple standards will be addressed with every text, not every standard must be addressed with every text. | <p>At all grade levels in <i>myPerspectives</i>, at least 80% of questions that follow the selections are high-quality text-dependent questions requiring students to rely on the text to find the answers.</p> <ul style="list-style-type: none"> • Every main selection is followed up with post reading questions and a writing activity. All questions and the majority of writing activities are highly text dependent and explicitly elicit students to provide text evidence. Writing assignments are supported with step-by-step guidance and well-defined criteria for success. • Following each selection are literary analysis questions and close reading activities that help students with Making Meaning, Language Development, and Effective Expression. Each question requires students to analyze the text, make valid claims, and reply using evidence from the text. Language (grammar and vocabulary), writing, speaking and listening, and writing activities that follow each selection also serve to enable students to make critical connections with the texts. • Students are required to complete Writing to Sources writing assignments focused on the thought-provoking theme or topic they have explored. These prompts require students to draw extensively on text evidence and to synthesize the evidence from the text. Text-dependent Speaking and Listening activities require students to complete an assignment and collaborate. |

| Instructional Materials Evaluation Toolkit (IMET) Criteria | <i>myPerspectives</i> Responses |
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| | <ul style="list-style-type: none"> • Questions in the post reading activities have been carefully written to build toward a culminating insight of each text. We frequently “nest” questions in sets. For example, questions may require a response that demonstrates comprehension; subsequent questions might have students make an inference based on that response and on text evidence; and additional questions might then have students form a conclusion based on synthesis. Questions all require textual evidence to respond and questions are scaled in difficulty allowing teachers the ultimate flexibility with differentiating instruction. <p>See the following examples for each grade: Grade 6 Unit 1 Teacher’s Edition pp. 19, 20–25; Unit 2 Teacher’s Edition pp. 111, 112–117; Unit 3 Teacher’s Edition pp. 199, 200–205 Grade 7 Unit 1 Teacher’s Edition pp. 25, 26–31; Unit 2 Teacher’s Edition pp. 157, 158–163; Unit 3 Teacher’s Edition pp. 291, 292–297 Grade 8 Unit 1 Teacher’s Edition pp. 21, 22–27; Unit 2 Teacher’s Edition pp. 217, 218–221; Unit 3 Teacher’s Edition pp. 269, 270–275 Grade 9 Unit 1 Teacher’s Edition pp. 45, 46–51; Unit 2 Teacher’s Edition pp. 145, 146–151; Unit 4 Teacher’s Edition pp. 446, 447–449 Grade 10 Unit 1 Teacher’s Edition pp. 77, 78–81; Unit 2 Teacher’s Edition pp. 179, 180–185; Unit 4 Teacher’s Edition pp. 381–387 Grade 11 Unit 1 Teacher’s Edition pp. 23, 24–29; Unit 2 Teacher’s Edition pp. 163, 164–169; Unit 3 Teacher’s Edition pp. 293, 294–299 Grade 12 Unit 1 Teacher’s Edition pp. 43, 44–49; Unit 2 Teacher’s Edition pp. 153, 154–159; Unit 4 Teacher’s Edition pp. 431, 432–437</p> |

| Instructional Materials Evaluation Toolkit (IMET) Criteria | <i>myPerspectives</i> Responses |
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| <p data-bbox="66 430 703 464">Alignment Criterion 1: Range and Quality of Texts</p> <p data-bbox="66 501 737 573">Materials reflect the distribution of text types and genres required by the Standards.</p> <ul data-bbox="115 611 781 1472" style="list-style-type: none"> • AC Metric 1A: Materials pay careful attention to providing a sequence or collection of texts that build knowledge systematically through reading, writing, listening, and speaking about topics under study. • AC Metric 1B: Within a sequence or collection of texts, specific anchor texts of grade-level complexity (keystone texts) are selected for their quality as being worthy of especially careful reading. • AC Metric 1C: In grades 3–5, literacy programs shift the balance of texts and instructional time to 50% literature/50% informational high-quality text. In grades 6–12, ELA materials include substantial attention to high-quality nonfiction. • AC Metric 1D: A large majority of texts included in instructional materials reflect the text characteristics and genres that are specifically required by the Standards at each grade level. • AC Metric 1E: Additional materials markedly increase the opportunity for regular independent reading of texts that appeal to students’ interests to develop both knowledge and love of reading. | <p data-bbox="805 430 1523 642"><i>myPerspectives</i> provides a range of reading opportunities both literary and literary nonfiction/information and include narrative fiction, graphic novel experts, poetry, drama, functional and foundational texts and documents. The Table of Contents identifies the genres of each text included in the program.</p> <p data-bbox="805 680 1523 892">The texts have been carefully selected to enable students to encounter a wide and rich range of literary and informational texts. Texts were chosen based on criteria such as literary merit, author’s craft, themes, gender and cultural representations, and experiences, insights, readability, and diversity.</p> <p data-bbox="805 930 1539 1365">Each unit contains selections that build on a topic related to the unit’s Essential Question and all texts are meant to build knowledge on the unit topic. The selections consists of a Launch Text, Anchor Texts and Related Readings that range in genre. Following each reading, students are prompted to re-read the text exploring its language, its key ideas, its structure, and merit. Students engage in academic discussions about the text, research an aspect of the text, and write about the text, using citations from the selection to support their conclusions. At the end of the selections, students discuss the texts as a whole and, through writing, share their insights and knowledge.</p> <p data-bbox="805 1402 1528 1837"><i>myPerspectives</i> offers high quality texts that are thoughtfully selected to build insight and expose students to a variety of perspectives on the unit topic. These texts represent exemplary writing and showcase authors craft and literary sophistication to prepare students for real-world readings. Through these selections, students are given strategies for reading a text closely multiple times. Strategies include how to read a text, how to hold a discussion, how to perform research, and how to write about a text. As seen in the Table of Contents, the texts range from literary to informational and include text structures representative of both.</p> |

| Instructional Materials Evaluation Toolkit (IMET) Criteria | <i>myPerspectives</i> Responses |
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| <p>(Continued)</p> <p>Alignment Criterion 1: Range and Quality of Texts</p> <p>Materials reflect the distribution of text types and genres required by the Standards.</p> | <p>See the following examples for each grade:</p> <p>Grade 6 Unit 1 Teacher's Edition pp. 3, 11, 12–25; Unit 2 Teacher's Edition pp. 91, 99, 100–117; Unit 3 Teacher's Edition pp. 185, 193, 194–205</p> <p>Grade 7 Unit 1 Teacher's Edition pp. 3, 11, 12–31; Unit 2 Teacher's Edition pp. 117, 125, 126–145; Unit 3 Teacher's Edition pp. 225, 233, 234–263</p> <p>Grade 8 Unit 1 Teacher's Edition pp. 3, 11, 12–27; Unit 2 Teacher's Edition pp. 89, 97, 98–155; Unit 3 Teacher's Edition pp. 255, 263, 264–275</p> <p>Grade 9 Unit 1 Teacher's Edition pp. 3, 11, 12–21; Unit 2 Teacher's Edition pp. 123, 131, 132–151; Unit 3 Teacher's Edition pp. 251, 259, 260–269</p> <p>Grade 10 Unit 1 Teacher's Edition pp. 3, 11, 12–35; Unit 2 Teacher's Edition pp. 127, 135, 136–185; Unit 3 Teacher's Edition pp. 259, 267, 268–281</p> <p>Grade 11 Unit 1 Teacher's Edition pp. 3, 11, 18–29; Unit 2 Teacher's Edition pp. 139, 147, 154–169; Unit 3 Teacher's Edition pp. 275, 283, 288–299</p> <p>Grade 12 Unit 1 Teacher's Edition pp. 3, 11, 19–48; Unit 2 Teacher's Edition pp. 113, 121, 128–159; Unit 3 Teacher's Edition pp. 237, 245, 260–279</p> |
| <p>Alignment Criterion 2: Questions and Tasks</p> <p>Questions and tasks support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade-level academic language.</p> <ul style="list-style-type: none"> • AC Metric 2A: High-quality sequences of text-dependent questions are prevalent and can address any of the following: sustained attention to making meaning from the text, rereading to gain evidence and clarity, and the acquisition of foundational skills. • AC Metric 2B: Questions and tasks support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts. | <p>At all grade levels in <i>myPerspectives</i>, questions are high-quality text-dependent questions requiring students to rely on the text to find the answers.</p> <ul style="list-style-type: none"> • Every main selection is followed up with postreading activities that require students to read the text closely, write, and practice speaking and listening. All questions and the majority of writing activities are highly text dependent and explicitly elicit students to provide text evidence. • At the culmination of the unit in the Performance-Based Assessment, students are required to complete a substantive writing assignment focused on the thought-provoking theme or topic they have explored throughout the unit. The assignment requires students to draw extensively on text evidence and to synthesize the evidence into a significant conclusion about unit topic. |

| Instructional Materials Evaluation Toolkit (IMET) Criteria | <i>myPerspectives</i> Responses |
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| <ul style="list-style-type: none"> • AC Metric 2C: Questions build to a deep understanding of the central ideas of the text. | <ul style="list-style-type: none"> • Selections in the Whole-Class and Small-Group sections are followed by a text-dependent writing, listening and speaking activities which specifically require students to provide text evidence in their responses. • Writing and discussion of visual media is required in every unit. In addition, students are introduced to academic vocabulary across and within various disciplines at the beginning of the unit which they use and revisit throughout the unit in addition to the concept vocabulary. • Students are specifically reminded to practice learning vocabulary with Work Network strategies which helps students learn similar words in clusters. Language Development activities after each selection require students to practice concept vocabulary introduced before the selection and used throughout the reading as well as provide an opportunity to do a Word Study that explores roots of words to help develop students ability to understand and use critical vocabulary words in their responses and writings. <p>At the beginning of every unit, Academic Vocabulary is introduced which helps students with writing in a particular mode. In every unit, the academic vocabulary suggested for use in speaking and writing about the unit topic and Essential Question is also revisited in the writing assignments throughout the unit including the Performance Tasks and end-of-unit Performance-Based Assessment.</p> <p>The Teacher's Edition consistently supports a multidraft reading strategy in which students of all levels can directly experience the complexity of the text with a First Read and Close Read.</p> |

| Instructional Materials Evaluation Toolkit (IMET) Criteria | <i>myPerspectives</i> Responses |
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| <p>(Continued) Alignment Criterion 2: Questions and Tasks</p> <p>Questions and tasks support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade-level academic language.</p> | <ul style="list-style-type: none"> With every selection, the First Read is for basic understanding and meaning. During the Close Read, students analyze the text for key ideas and details and craft and structure. Prompts and activities after the selection require students to build a deep understanding of the text. <p>See the following examples for each grade: Grade 6 Unit 1 Teacher’s Edition pp. 5, 19, 20–25; Unit 2 Teacher’s Edition pp. 93, 111, 112–117; Unit 3 Teacher’s Edition pp. 199, 200–205 Grade 7 Unit 1 Teacher’s Edition pp. 5, 25, 26–31; Unit 2 Teacher’s Edition pp. 119, 157, 158–163; Unit 3 Teacher’s Edition pp. 291, 292–297 Grade 8 Unit 1 Teacher’s Edition pp. 5, 21, 22–27; Unit 2 Teacher’s Edition pp. 91, 217, 218–221; Unit 3 Teacher’s Edition pp. 269, 270–275 Grade 9 Unit 1 Teacher’s Edition pp. 5, 45, 46–51; Unit 2 Teacher’s Edition pp. 125, 145, 146–151; Unit 4 Teacher’s Edition pp. 446, 447–449 Grade 10 Unit 1 Teacher’s Edition pp. 77, 78–81; Unit 2 Teacher’s Edition pp. 179, 180–185; Unit 4 Teacher’s Edition pp. 381–387 Grade 11 Unit 1 Teacher’s Edition pp. 23, 24–29; Unit 2 Teacher’s Edition pp. 163, 164–169; Unit 3 Teacher’s Edition pp. 293, 294–299 Grade 12 Unit 1 Teacher’s Edition pp. 43, 44–49; Unit 2 Teacher’s Edition pp. 153, 154–159; Unit 4 Teacher’s Edition pp. 431, 432–437</p> |
| <p>Alignment Criterion 3: Writing to Sources and Research</p> <p>Written and oral tasks at all grade levels require students to confront the text directly, to draw on textual evidence, and to support valid inferences from the text.</p> | <p>The selections are accompanied by one or more writing assignments, the majority of which are text-dependent and require students to draw evidence from the text. Writing assignments take various forms; most fall within the three key CCSS modes (narrative, informative/ explanatory, and argument). Students working through the unit will complete an average of one Writing to Sources activity each week.</p> |

| Instructional Materials Evaluation Toolkit (IMET) Criteria | <i>myPerspectives</i> Responses |
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| <ul style="list-style-type: none"> • AC Metric 3A: Writing to sources is a key task. Students are asked in their writing to analyze and synthesize sources, as well as to present careful analysis, well-defended claims, and clear information. • AC Metric 3B: Materials place an increased focus on argument and informative writing in the following proportions. Alternately, they may reflect blended forms in similar proportions (e.g., exposition and opinion): <ul style="list-style-type: none"> Grades 6–8 exposition 35% argument 35% narrative 30% High School exposition 40% argument 40% narrative 20% • AC Metric 3C: Writing opportunities for students are prominent and varied. • AC Metric 3D: Extensive practice with short, focused research projects is provided. Materials require students to engage in many short research projects annually to enable students to develop the expertise needed to conduct research independently. | <p>Writing is prevalent throughout with Summary, Quick Writes, and Writing to Sources practice opportunities. Performance Tasks that require writing are also available at the end of each Whole-Class and Small-Group sections. The program meets the requirements of the CCSS and each unit focuses on a particular mode of writing: argumentative, narrative, and informative/ explanatory.</p> <p>Writing models in the Toolkit provide exemplar writing with annotations to show students the constituent elements of effective writing, including the use of text evidence to support claims and students should use these strategies throughout the program.</p> <p>Following each selection are close reading activities. Here you will find Writing to Sources features, which present writing assignments in response to the text students have just read. Students are expected to analyze and reflect on the text and to support all responses with text evidence. In addition Comparing Texts features are also provided. These responses require careful analysis of the texts and evidence to support the responses. Online EssayScorer is available with prompts for all modes or writing for additional practice including Writing to Sources. Student essays are automatically scored with overall feedback and in most cases, feedback on the 6 traits of writing.</p> <p><i>myPerspectives</i> provides numerous opportunities for students to perform research. Research to Clarify and Research to Explore are offered after every selection so that students can do short targeted research and incorporate that skill as a learning habit while at the same time, learn the basic foundational research skills needed to build upon on over the course of the year. In addition students will be presented with research opportunities in the Performance Tasks and Performance-Based Assessment. Additional research support is provided through myPerspectives + Research center which provides step-by-step instructions on research practices, citations, and integration into student work.</p> |

| Instructional Materials Evaluation Toolkit (IMET) Criteria | <i>myPerspectives</i> Responses |
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| <p>(Continued)</p> <p>Alignment Criterion 3: Writing to Sources and Research</p> <p>Written and oral tasks at all grade levels require students to confront the text directly, to draw on textual evidence, and to support valid inferences from the text.</p> | <p>See the following examples for each grade:</p> <p>Grade 6 Unit 1 Teacher’s Edition pp. 16, 19, 31, 49; Unit 2 Teacher’s Edition pp. 105, 111, 116, 126, 146; Unit 3 Teacher’s Edition pp. 199, 204, 209, 243, 268</p> <p>Grade 7 Unit 1 Teacher’s Edition pp. 16, 25, 37, 103, 112; Unit 2 Teacher’s Edition pp. 141, 157, 162, 199; Unit 3 Teacher’s Edition pp. 248, 296, 323, 327</p> <p>Grade 8 Unit 1 Teacher’s Edition pp. 21, 26, 61, 84; Unit 2 Teacher’s Edition pp. 151, 187, 250; Unit 3 Teacher’s Edition pp. 269, 274, 277, 323</p> <p>Grade 9 Unit 1 Teacher’s Edition pp. 17, 50, 97, 105; Unit 2 Teacher’s Edition pp. 150, 162, 180, 190; Unit 3 Teacher’s Edition pp. 297, 311, 329, 339</p> <p>Grade 10 Unit 1 Teacher’s Edition pp. 31, 43, 81, 122; Unit 2 Teacher’s Edition pp. 184, 189, 207, 219; Unit 3 Teacher’s Edition pp. 297, 335, 339, 347</p> <p>Grade 11 Unit 1 Teacher’s Edition pp. 28, 38, 45, 78; Unit 2 Teacher’s Edition pp. 168, 184, 206, 209; Unit 3 Teacher’s Edition pp. 298, 308, 333, 366</p> <p>Grade 12 Unit 1 Teacher’s Edition pp. 43, 48, 55, 99; Unit 2 Teacher’s Edition pp. 158, 197, 208, 211; Unit 3 Teacher’s Edition pp. 295, 352, 356, 379</p> |
| <p>Alignment Criterion 4: Foundational Skills</p> <p>Materials provide explicit and systematic instruction and diagnostic support in phonics, vocabulary development, syntax, and fluency. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <ul style="list-style-type: none"> • AC Metric 4A: Submissions address grade-level CCSS for foundational skills by providing instruction in phonics, word recognition, vocabulary, syntax, and reading fluency in a research-based and transparent progression. | <p><i>myPerspectives</i> is a fully integrated program, with reading, writing, conventions, speaking and listening, literary analysis, and word analysis skills instruction appearing with selections throughout the program.</p> <p>Each selection includes instruction in reading skills appropriate to the grade level. The application of the skill for Making Meaning is modeled with an excerpt in Close Read the Text section after the selection. Skills support threads through the selection with point-of-use skills prompts. The Making Meaning, Language Development, and Effective Expression questions after each selection provide opportunities for students to affirm and extend mastery</p> <p>Vocabulary is introduced and practiced throughout the textbook. Each grade has academic vocabulary lesson in</p> |

| Instructional Materials Evaluation Toolkit (IMET) Criteria | <i>myPerspectives</i> Responses |
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| <ul style="list-style-type: none"> • AC Metric 4B: Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading. • AC Metric 4C: Opportunities are frequently built into the materials for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression. • AC Metric 4D: Materials guide students to read grade-level text with purpose and understanding. | <p>the Introduction. Each unit focuses on a set of academic vocabulary words that are related to the unit’s Essential Question. These words are revisited throughout the unit. In addition, Word Networking strategies are provided for students to interact with to increase their vocabulary recognition, acquisition, and usage by introducing familiar and similar words and revisiting those words within the selections and the Performance Task and End-of-Unit Performance-Bases Assessment projects.</p> <p>The program offers a rich array of grade-level complex texts, and each student no matter their learner level, encounters the same text. Differentiated Instruction is provided with the Personalized Learning pages in the Teacher’s Edition which includes Text Complexity Rubrics for reading support of diverse learners in the classroom. The Teaching and Learning Cycle guides helps teachers identify student needs for planning and remediation purposes.</p> <p><i>myPerspectives</i> consistently supports a multidraft reading strategy, in which students of all levels can directly experience the complexity of the text. First Read is for basic meaning where students utilize strategies like Notice, Annotate, Respond, and Connect to understand what they just read. During the second Close Read, students analyze key ideas and details and craft and structure – they are engaging in Making Meaning, Language Development, and Effective Expression.</p> <p>Selections are scaffolded through instruction in and modeling of skills, through point-of-use prompts accompanied by scaffolded, step-by-step support in the Teacher’s Edition, and through carefully scaffolded postreading questions leading from basic understanding and reasoning to deeper insight and higher-level cognition to effective expression that includes writing and speaking and listening.</p> <p>See the following examples for each grade:</p> |

| Instructional Materials Evaluation Toolkit (IMET) Criteria | <i>myPerspectives</i> Responses |
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| <p>(Continued)</p> <p>Alignment Criterion 4: Foundational Skills</p> <p>Materials provide explicit and systematic instruction and diagnostic support in phonics, vocabulary development, syntax, and fluency. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> | <p>Grade 6 Unit 1 Teacher’s Edition pp. 19, 20–25, 42C; Unit 2 Teacher’s Edition pp. 111, 112–117; Unit 3 Teacher’s Edition pp. 199, 200–205</p> <p>Grade 7 Unit 1 Teacher’s Edition pp. 25, 26–31, 62C; Unit 2 Teacher’s Edition pp. 157, 158–163; Unit 3 Teacher’s Edition pp. 264C, 291, 292–297</p> <p>Grade 8 Unit 1 Teacher’s Edition pp. 21, 22–27, 44C; Unit 2 Teacher’s Edition pp. 217, 218–221; Unit 3 Teacher’s Edition pp. 269, 270–275</p> <p>Grade 9 Unit 1 Teacher’s Edition pp. 12C, 45, 46–51; Unit 2 Teacher’s Edition pp. 145, 146–151; Unit 4 Teacher’s Edition pp. 446, 447–449</p> <p>Grade 10 Unit 1 Teacher’s Edition pp. 36C, 77, 78–81; Unit 2 Teacher’s Edition pp. 179, 180–185; Unit 4 Teacher’s Edition pp. 381–387</p> <p>Grade 11 Unit 1 Teacher’s Edition pp. 23, 24–29, 30C; Unit 2 Teacher’s Edition pp. 163, 164–169; Unit 3 Teacher’s Edition pp. 293, 294–299</p> <p>Grade 12 Unit 1 Teacher’s Edition pp. 16C, 43, 44–49; Unit 2 Teacher’s Edition pp. 153, 154–159; Unit 4 Teacher’s Edition pp. 431, 432–437</p> |
| <p>Alignment Criterion 5: Language</p> <p>Materials adequately address the Language Standards for the grade.</p> <ul style="list-style-type: none"> • AC Metric 5A: Materials address the grammar and language conventions specified by the Language Standards at each grade level. • AC Metric 5B: Materials expect students to confront their own error patterns in usage and conventions and correct them in a grade-by-grade pathway that results in college and career readiness by 12th grade. | <p><i>myPerspectives</i> offers instruction and practice in grammar and conventions throughout the program.</p> <ul style="list-style-type: none"> • Grammar concepts are taught following each text with the Language Development activities. This feature provides instruction, modeling, practice, and speaking, reading, and writing application of each targeted grammar concept. These features springboard directly from the texts that are being studied. • Writing to Sources assignment in Effective Expression that follow Language Development activities provide an immediate opportunity to apply the grammar concept that has just been taught. • <i>myPerspectives+</i> provides a Conventions Center with language support and instruction for both students and teacher and includes tutorials and interactive whiteboard lessons. |

| Instructional Materials Evaluation Toolkit (IMET) Criteria | <i>myPerspectives</i> Responses |
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| <ul style="list-style-type: none"> • AC Metric 5C: Materials provide a mirror of real-world activities for student practice with natural language (e.g., mock interviews, demonstrations, presentations). | <ul style="list-style-type: none"> • Concept Vocabulary, Word Study, and Conventions appear after every selection and provide additional opportunity for students to study and apply grammar and style concepts. They explore the Diction and Style within each text in the set, and they examine texts closely for author’s command of grammar. • Performance Tasks include a Language Development feature that explores Author’s Craft and Style as well as highlight grammar concepts for immediate use in the Performance Task assignment. • Each assessment in the program requires students to examine and apply grammar concepts in their written and oral responses. <p>See the following examples for each grade: Grade 6 Unit 1 Teacher’s Edition pp. 22–24, 35, 48, 65; Unit 2 Teacher’s Edition pp. 114–116, 124–126; Unit 3 Teacher’s Edition pp. 202–204 Grade 7 Unit 1 Teacher’s Edition pp. 40–42; Unit 2 Teacher’s Edition pp. 160–162; Unit 3 Teacher’s Edition pp. 262–264 Grade 8 Unit 1 Teacher’s Edition pp. 24–26; Unit 2 Teacher’s Edition pp. 154–156; Unit 3 Teacher’s Edition pp. 272–274 Grade 9 Unit 1 Teacher’s Edition pp. 32–34; Unit 2 Teacher’s Edition pp. 148–150; Unit 3 Teacher’s Edition pp. 268–270 Grade 10 Unit 1 Teacher’s Edition pp. 34–36; Unit 2 Teacher’s Edition pp. 182–184; Unit 3 Teacher’s Edition pp. 280–282 Grade 11 Unit 1 Teacher’s Edition pp. 26–28; Unit 2 Teacher’s Edition pp. 166–168; Unit 3 Teacher’s Edition pp. 296–298 Grade 12 Unit 1 Teacher’s Edition pp. 46–48; Unit 2 Teacher’s Edition pp. 156–158; Unit 3 Teacher’s Edition pp. 293–295</p> |

| Instructional Materials Evaluation Toolkit (IMET) Criteria | <i>myPerspectives</i> Responses |
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| <p>Alignment Criterion 6: Speaking and Listening</p> <p>To be CCSS-aligned, speaking and listening are integrated into lessons, questions and tasks. These reflect a progression of communication skills required for college and career readiness as outlined in the Standards.</p> <ul style="list-style-type: none"> • AC Metric 6A: Texts used in speaking and listening questions and tasks meet the criteria for complexity, range, and quality of texts (Non-Negotiable and Alignment Criterion 1). • AC Metric 6B: Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and building on others' ideas. • AC Metric 6C: Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others, in a grade-appropriate way. • AC Metric 6D: Materials require students to marshal evidence to orally present findings from research. • AC Metric 6E: Materials build in frequent opportunities for discussion and, through directions and modeling, encourage students to use academic language in their speech. | <p>In <i>myPerspectives</i> students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate. Students encounter authors' perspectives as they read literature from across time periods and cultures. Students listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in <i>myPerspectives</i>, they will formulate—and defend—their opinions as they develop their own perspectives. In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.</p> <p>In <i>myPerspectives</i>, Speaking and Listening activities that are standards-based foster students' abilities to effectively engage in collaboration and presentation task. The program provides ample opportunity for students to engage in meaningful academic discussions:</p> <ul style="list-style-type: none"> • Introduction: In this section of each unit, students engage in discussion about the Essential Question. • Speaking and Listening activities after each selection encourage students to engage in academic discussions that springboard from the text. Students are provided with guidelines for taking part in collegial discussions and directed to cite textual evidence as they discuss each work. • Discussion activities appear in conjunction with each text. The discussion prompts are designed to ensure that all students participate fully in exploration of the texts under study. • Speaking and Listening assignments after each unit are standards based, and include speaking and presentation guidelines and/or rubrics for listening and for evaluating the performance of the student themselves or others in the class. • Throughout the text, students are prompted to utilize academic vocabulary in their oral responses. |

| Instructional Materials Evaluation Toolkit (IMET) Criteria | <i>myPerspectives</i> Responses |
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| <p>(Continued) Alignment Criterion 6: Speaking and Listening</p> <p>To be CCSS-aligned, speaking and listening are integrated into lessons, questions and tasks. These reflect a progression of communication skills required for college and career readiness as outlined in the Standards.</p> | <p><i>myPerspectives</i> highlights academic vocabulary throughout the textbook. Each grade has an academic vocabulary lesson in the Introduction. Each unit focuses on a set of academic vocabulary words that are related to the unit’s Essential Question. These words are revisited throughout the unit.</p> <p>Additional concept vocabulary words appear in the close reading activities that follow each text. Students are required to utilize these terms as they engage in post-reading activities.</p> <p>In addition, high utility selection vocabulary is taught in conjunction with each text. Before each reading, students are presented with a listing of selection vocabulary. Students are encouraged to rate their understanding of the words prior to encountering them in context. After the selection, students are prompted to work with the words through written activities, enabling students to display understanding of the words’ meaning in different contexts. Students are given instruction and practice in word roots and affixes, synonyms and antonyms, and analogies. This instruction related directly to vocabulary is pulled from the texts under study.</p> <p>In <i>myPerspectives+</i>, an Academic Vocabulary and Word Study Center provides support, instruction, and practice for students to master key vocabulary skills. A glossary of vocabulary is included in the Interactive Student Edition.</p> <p>See the following examples for each grade: Grade 6 Unit 1 Teacher’s Edition pp. 25, 39; Unit 2 Teacher’s Edition pp. 117, 127; Unit 3 Teacher’s Edition pp. 186, 205, 227 Grade 7 Unit 1 Teacher’s Edition pp. 4, 31; Unit 2 Teacher’s Edition pp. 163, 171; Unit 3 Teacher’s Edition pp. 297, 311 Grade 8 Unit 1 Teacher’s Edition pp. 27, 41; Unit 2 Teacher’s Edition pp. 221, 229; Unit 3 Teacher’s Edition pp. 275, 303</p> |

| Instructional Materials Evaluation Toolkit (IMET) Criteria | <i>myPerspectives</i> Responses |
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| <p>(Continued)</p> <p>Alignment Criterion 6: Speaking and Listening</p> <p>To be CCSS-aligned, speaking and listening are integrated into lessons, questions and tasks. These reflect a progression of communication skills required for college and career readiness as outlined in the Standards.</p> | <p>Grade 9 Unit 1 Teacher’s Edition pp. 51, 59; Unit 2 Teacher’s Edition pp. 151, 163; Unit 3 Teacher’s Edition pp. 297, 321</p> <p>Grade 10 Unit 1 Teacher’s Edition pp. 57, 89; Unit 2 Teacher’s Edition pp. 185, 189, 223; Unit 3 Teacher’s Edition pp. 297, 305</p> <p>Grade 11 Unit 1 Teacher’s Edition pp. 29, 39; Unit 2 Teacher’s Edition pp. 169, 185; Unit 3 Teacher’s Edition pp. 299, 309</p> <p>Grade 12 Unit 1 Teacher’s Edition pp. 49, 71, 100; Unit 2 Teacher’s Edition pp. 159, 175, 189; Unit 3 Teacher’s Edition pp. 279, 313</p> |
| <p>Alignment Criterion 7: Access to the Standards for All Students</p> <p>Materials must provide thoughtful supports/scaffolds to support all students in accessing the CCSS.</p> <ul style="list-style-type: none"> • AC Metric 7A: Materials regularly provide all students, including those who read, write, speak, or listen below grade-level, or in a language other than English, with extensive opportunities to work with and meet grade-level standards. • AC Metric 7B: Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level. • AC Metric 7C: There are suggestions and materials for adapting instruction for varying student needs (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, suggestions for deconstruction/re-construction/ extending language, and other research-based remediation strategies). | <p>Each unit is designed to equip students for independent close reading of complex texts, leading from modeled close readings, collaborative and guided practice to independent work.</p> <p>The Student Edition is made up of five/six units, each providing multi-genre texts that are topic-based and driven by an Essential Question with all readings and activities building to the end of unit Performance Based Assessment. Each unit incorporates an Instructional Model made up of:</p> <ul style="list-style-type: none"> • Whole Group Learning • Small Group Learning • Independent Learning <p>The Unit Structure provides powerful personalized learning, allowing students to develop independence within each learning environment as they become college and career ready.</p> <p>UNIT STRUCTURE</p> <p>UNIT INTRODUCTION</p> <ul style="list-style-type: none"> ○ Opens the unit topic with an Essential Question ○ Sets the stage for student learning through exploration, guiding questions, and discussion ○ Previews the Performance-Based Assessment prompt |

| Instructional Materials Evaluation Toolkit (IMET) Criteria | <i>myPerspectives</i> Responses |
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| <ul style="list-style-type: none"> • AC Metric 7D: Materials regularly and systematically build in the time and resources required to allow teachers to guide all students to meet grade-level standards. • AC Metric 7E: Materials regularly and systematically offer assessment opportunities that genuinely measure student progress. This progress is reflected in materials through gradual release of supporting scaffolds for students so they can progress toward independence. | <ul style="list-style-type: none"> ○ Introduces the Unit’s Academic Vocabulary ○ Enables students to preview and set academic goals ○ Presents a Launch Text to engage students, provoke thought and discussion on unit topic, and assess student knowledge <p>WHOLE-CLASS LEARNING</p> <ul style="list-style-type: none"> ○ Anchor Texts focus on text(s) with rigorous cognitive load ○ Teachers model and present effective ways to help students have rich, engaging, and interactive experiences with the texts ○ Assessment is based on: teacher observations, formative activities, selection tests, and a Performance Task <p>SMALL-GROUP LEARNING</p> <ul style="list-style-type: none"> ○ Supporting texts include informational and contemporary selections ○ Students work collaboratively in small groups to develop strategies and extend learning ○ Student groups have choice in selecting activities and how they will share their learning ○ Assessment is based on: teacher observations, selection tests, self-evaluation, and a group project mini ○ Performance Task <p>INDEPENDENT LEARNING</p> <ul style="list-style-type: none"> ○ Students select one or two texts from an array of 4-5 texts for independent deeper exploration ○ Student choice is key to engagement and achievement as they work independently to close read and analyze the texts |

| Instructional Materials Evaluation Toolkit (IMET) Criteria | <i>myPerspectives</i> Responses |
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| <p>(Continued) Alignment Criterion 7: Access to the Standards for All Students</p> <p>Materials must provide thoughtful supports/scaffolds to support all students in accessing the CCSS.</p> | <ul style="list-style-type: none"> ○ Student understanding is assessed through selection tests and students’ use of textual evidence in provided activities <p>UNIT PERFORMANCE-BASED ASSESSMENT</p> <ul style="list-style-type: none"> ○ Builds on the content knowledge, process skills, and learning habits that students engage in throughout the unit ○ The Performance Tasks and practice in the Whole Group, Small Group, and Independent sections prepare students for success on the Performance-Based Assessment at the end of the unit <p><i>myPerspectives</i> provides opportunities for students to express, clarify, justify, interpret, and represent their ideas, and respond to peer/teacher feedback orally or in written form as appropriate throughout the program and ensures that students are able to practice and perform by providing substantial scaffolds and supports to help them be successful. The program is designed to have multiple forms of learning which lead to independent learning. Students will encounter unit routines that incorporate:</p> <ul style="list-style-type: none"> ○ First Read / Close Read of the multigenre selections ○ Evidence Log ○ Vocabulary Network ○ Essential Question ○ Performance Tasks <p><i>myPerspectives</i> Teacher’s Edition includes Personalize for Learning notes that appear through selections and provide direct instruction and teaching suggestions to engage students. The TE provides an easy to use Teaching-Learning Cycles including Lesson Planning Pages that make implementation easy. These focus on the same learner levels seen on the Reading Support/Text Complexity Rubric page: ELL, Strategic Support (On Level), and Challenge.</p> |

| Instructional Materials Evaluation Toolkit (IMET) Criteria | <i>myPerspectives</i> Responses |
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| <p>(Continued) Alignment Criterion 7: Access to the Standards for All Students</p> <p>Materials must provide thoughtful supports/scaffolds to support all students in accessing the CCSS.</p> | <p>Texts within each grade level provide a range of reading and reflect grade level appropriate knowledge and experiences. Text complexity rubrics are provided for each selection. These Rubrics provide Quantitative, Qualitative, and Reader and Task suggestions to help guide teachers assign the appropriate text to their students.</p> <p>See the following examples for each grade:</p> <p>Grade 6 Unit 1 Teacher’s Edition pp. 3, 12B–12C; Unit 2 Teacher’s Edition pp. 91, 100B–100C; Unit 3 Teacher’s Edition pp. 185, 194B–194C</p> <p>Grade 7 Unit 1 Teacher’s Edition pp. 3, 12B–12C; Unit 2 Teacher’s Edition pp. 117, 126B–126C; Unit 3 Teacher’s Edition pp. 225, 234B–234C</p> <p>Grade 8 Unit 1 Teacher’s Edition pp. 3, 12B–12C; Unit 2 Teacher’s Edition pp. 89, 98B–98C; Unit 3 Teacher’s Edition pp. 255, 264B–264C</p> <p>Grade 9 Unit 1 Teacher’s Edition pp. 3, 12B–12C; Unit 2 Teacher’s Edition pp. 123, 132B–132C; Unit 3 Teacher’s Edition pp. 251, 260B–260C</p> <p>Grade 10 Unit 1 Teacher’s Edition pp. 3, 12B–12C; Unit 2 Teacher’s Edition pp. 127, 136B–136C; Unit 3 Teacher’s Edition pp. 259, 268B–268C</p> <p>Grade 11 Unit 1 Teacher’s Edition pp. 3, 16B–16C; Unit 2 Teacher’s Edition pp. 139, 152B–152C; Unit 3 Teacher’s Edition pp. 275, 288B–288C</p> <p>Grade 12 Unit 1 Teacher’s Edition pp. 3, 16B–16C; Unit 2 Teacher’s Edition pp. 113, 126B–126C; Unit 3 Teacher’s Edition pp. 237, 250B–250C</p> |



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I. Introduction

The world in which we currently live, the world in which the students of today will become the great thinkers, dreamers and architects of tomorrow, is a world in which interactive, high speed communication is constantly evolving. Today's students must be prepared to masterfully evaluate, critique and navigate this type of sophisticated communication if they want to create a niche for themselves in the larger world of post secondary education and the workplace (US Department of Education, 2012). Literacy proficiency has always served to define the fluidity with which one can negotiate the layers of communication, from rudimentary to genius. Literacy isn't just the ability to interpret basic signs and information needed for survival; it's the ability to read, write, speak, and listen at an advanced level (Jones-Kavalier & Flannigan, 2006).

As our world evolves, so too does the way in which we define literacy excellence for 21st century learners and the way in which we teach these lifelong skills; it must be a curriculum fundamental for all educational institutions. A 21st century learner must be able to work independently, think critically, solve complex problems, communicate and collaborate effectively, and most importantly have the drive and desire to acquire new knowledge (Soland, Hamilton, & Stecher, 2013). In order to nurture and inspire the kinds of learners that are able to achieve literacy excellence we must craft a learning environment that is filled with opportunities for deep learning, rich in personal meaning.

"Literacy is the most basic currency of the knowledge economy we're living in today. Only a few generations ago, it was okay to enter the workforce as a high school dropout who could only read at a third-grade level. Whether it was on a farm or in a factory, you could still hope to find a job that would allow you to pay the bills and raise your family." – President Barack Obama

This is no longer true in a world that demands intellectual sophistication as much as it demands technological savvy. In short, the skills that allowed previous generations to succeed, would barely prepare current generations for basic survival. Given the rate at which the U.S. must grow just to maintain stability in a competitive and highly skilled global arena, the literacy component must be addressed before students leave high school if we want them to be prepared to meet the demands of a rapidly changing world. In fact, the National Council of Teachers of English (NCTE), indicate that 21st century readers and writers must be able to (National Council of Teachers of English, 2013):

- ✓ Gain proficiency with tools of technology
- ✓ Develop relationships with others and confront and solve problems collaboratively and cross-culturally
- ✓ Design and share information for global communities to meet a variety of purposes

- ✓ Manage, analyze, and synthesize multiple streams of simultaneous information
- ✓ Create, critique, analyze, and evaluate multimedia texts
- ✓ Attend to the ethical responsibilities required by these complex environments

As the definition of literacy evolves in relation to our high-speed, mass information world, so must the vision of educators dedicated to helping 21st century students work towards a mastery of the skills needed to assimilate in this fast paced environment. The ability to process information from a multitude of sources, many of them technology based, and further filter vast amounts of digital information, will be paramount for students if they want to excel in higher education and the workplace (Office of Educational Technology, 2010). Whether we like it or not written essays, “book reports”, and inanimate information sources are quickly becoming relegated to back shelves and history blogs; they’re no longer the leading literacy and communication paradigm they once were.

Schools have a commitment to prepare students to be the global leaders of tomorrow, to expose them to technologies that excite them about literacy in a way that roots deep learning, critical thinking, and effective communication into the core of their learning experiences. It’s not about exposing the 21st century learner to all that they’ll encounter in the wider world, which would be impossible. The crux of 21st century learning is to instill in students the higher order, critical thinking, and technological skills they need to navigate an ever changing, multicultural, global world, regardless of the ephemeral definition of what that is (National Education Association, 2010).

II. Program Overview

myPerspectives™ English Language Arts is a learning environment that allows students of all levels, in grades 6 through 12, to read texts and engage in meaningful activities designed to inspire thoughtful conversations, high level discussions and lively debate. Designed with an emphasis on a connected approach to learning, students are exposed to various perspectives uniquely presented by authors through literature that spans time periods, cultures and distinct writing styles.

Centered around Essential Questions, *myPerspectives* delivers an interactive, unit of study that exposes learners to both classic and contemporary fiction and non-fiction texts. Each unit of study also integrates a visual/audio media selection that promotes additional technology based learning opportunities. The instructional model of *myPerspectives* is based on scientific research that constitutes best practices for delivering the 21st century skills and independent learning habits needed for college and career success.

The purpose of this document is to highlight the research base behind the following key principals that make *myPerspectives* uniquely suited to engage 21st century learners and teachers in a partnership devoted to effective instruction and learning in the English classroom. Specifically, *myPerspectives* was designed to drive student centered learning, foster student engagement and ownership, and facilitate the mastery of independent reading, writing, speaking and listening skills by integrating the following research based concepts:

- Student Centered Learning
- Supporting the Role of Collaborative Educators
- Generative Vocabulary
- Integrated Writing
- Differentiated Support

In looking more in depth at the research base behind *myPerspectives* and the way in which scientifically based concepts have been built into the structure of the program, readers will be able to better appreciate the applied science and digital age innovation that sits at the core of *myPerspectives*.

III. Student Centered Learning

Learners must be active in their construction of knowledge in order to cultivate awareness through their actions and experiences in the world (Fosnot & Perry, 2005; DeVries & Kohlberg, 1997). When student centered learning opportunities are implemented properly, students experience a multitude of positive outcomes including increased motivation, deeper retention of knowledge, greater understanding, and improved attitudes towards the subject being taught (Collins & O'Brien, 2003). In recognizing that prior experiences and wisdom are valued as integral components of the learning process, students are given permission and tools to make connections and choices that influence future learning. Indeed, McCombs and Whistler (1997) state that a student centered learning environment allows learners to be treated “as co-creators in the learning process, as individuals with ideas and issues that deserve attention and consideration.” When students are able to take ownership of their unique learning processes increased engagement follows (Benson, 2001).

The *myPerspectives* Interactive Student Edition allows for seamless, self-guided, exploration of each unit. Students have easy access to background, author and standards information. The integrated notebook allows learners to take notes, highlight text, apply close reading strategies and download interactive resources while investigating over 100 literary selections. Effective Expressions activities encourage the sharing and defending of ideas, creative collaboration, and personal, project based exploration.

IV. Supporting the Role of Collaborative Educators

The 21st century language arts teacher must make learning relevant for students; they must address the complex, multicultural lives their students live both in and out of school if they want their students to remain engaged and to actively seek meaningful learning experiences (Alvermann, 2003, 2004). It's no longer enough to get students to extrapolate on what things "mean," but rather good educators must find ways and approaches to teaching that explore what things mean to their students (Morrell & Scherff, 2015). Teachers must reflect on *how* their students are thinking and learning, rather than focusing on what they prefer to teach, if they expect students to achieve high literacy levels. This requires a willingness to hand over, at least in part, a portion of the teaching to the student, to embrace new ways of facilitating a unique learning process, and envisioning ways of differentiating instruction that speak to local contexts (Moje et al., 2004, Scherff & Piazza, 2008/2009; Souto-Manning, 2010). Educators must become willing collaborators with their students; they must create the arena in which students define and achieve meaningful literary experiences for themselves.

myPerspectives provides teachers with the tools they need to effectively support student learning while allowing students to maintain a level of choice and freedom in their literary pursuits. Whole class learning opportunities let teachers model key concepts as the class broadens their perspective of the unit topics. Small group and independent learning opportunities set the stage for collaboration and creative, student drive instruction.

V. Generative Vocabulary

As educators seek to help students unravel and draw meaning from complex texts students must be able to infer the meaning of new words based on their knowledge of how words work in the English language. Indeed, morphological awareness, or the application of generative vocabulary instruction, has been shown to significantly contribute to students' literacy development, especially when it deepens students' understanding of the morphemic structure, spelling, and meaning of written words (Carlisle, 2010). When students are exposed to generative vocabulary "we share with students the way in which words have grown beyond their original meanings, and developed their legacies, we are helping to give students a sense of control and power as they employ these words in different genres and in the service of different purposes" (Templeton, 2011). Research has shown several key strategies when it comes to unlocking complex text (Hiebert, 2014):

1. Teach students to anticipate that complex texts will have many new words and that their generative word knowledge will assist them in figuring out new words.

2. Expose students to many new topics and the vocabulary associated with those topics, including “stories” about how words work and their histories.
3. Teach student about the multiple uses of many words.
4. Teach students words in families, not just single words.
5. Teach students about the rich networks of similar meaning words from which authors of narratives choose words for traits/attributes, emotions, motion and communication.
6. With the vocabulary of informational texts, teach students about relationships among concepts of critical topics.
7. When appropriate, introduce new concepts with pictures and illustrations.

Following each *myPerspectives* selection, students make meaning of the text through close reading activities that allow them to analyze the author’s unique craft and structure. Students also engage in language development activities with Concept Vocabulary words that are introduced at the beginning of the selection and Conventions practice. *myPerspectives* was designed to provide learning opportunities that develop a strong vocabulary foundation that promotes students’ ability to comprehend increasingly more complicated texts.

VI. Integrated Writing

“Reading makes us better writers. Conversely, let us not forget that the opposite is also true: Writing makes us better readers.” (Gallagher, 2015). Indeed, research has shown that intensive writing is a critical component of effective adolescent literacy programs (Biancarosa and Snow, 2004). Writing about a text also improves comprehension and assists students in making the connection between what they already know, read, and comprehend. When students are given daily opportunities to write, their reading gains increase with the amount of writing that occurs (Graham and Hebert, 2010). When students have teachers that create engaging learning experiences focused on higher order discussions and writing about text, they exhibit greater reading growth (Taylor et al., 2002). In addition, when students spend time reading and writing they’re able to think more deeply about their reading via writing (Gallagher, 2015).

myPerspectives provides a variety of opportunities for effective expression, including activities designed to foster writing within the unit’s focus mode. Notes in the Teacher’s edition offer additional ways to personalize the curriculum through writing experiences such as WriteNow, Express and Reflect.

VII. Differentiated Support

In order to maximize student growth, educators must teach in a way that allows them to identify the distinctive learning needs, varied backgrounds, and strengths

of each student rather than attempting to teach to a class as if it were composed of identical students (Tomlinson & Allan, 2000). The ability to customize the literary experience, so students of all levels are exposed to a wide variety of texts, increases the vocabulary skills and knowledge needed to expand learning. For English Language Learners (ELL) and students of low socioeconomic status access to a rich text environment that allows for active and engaging literacy helps increase positive learning effects (Cummings & Early, 2015).

For students of *all* abilities those who receive instructional interventions designed to meet their unique educational requirements show a statistically significant difference in achievement over those students not being accommodated (Dunn, et al. 1995). When literacy teachers are able to learn about their students' backgrounds, identify language demands inherent in classroom tasks, and scaffold learning, they're better equipped to facilitate needed supports and provide targeted, differentiated, instruction (Lucas, et al., 2008).

myPerspectives gives teachers the tools they need to personalize learning for *all* students. With a built-in, continuous, improvement loop performing formative assessments, providing remediation, and selecting reading supports for each text becomes seamless. Support suggestions are based on complexity rubrics for each text and give teachers appropriate differentiation options for all levels of learners, including English learners, below level, and advanced students.

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A Summary of the Results
from the Summative Field Test

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Overview

Savvas strongly believes that its programs should be proven through scientific research to increase student achievement. As such, it contracted with independent research group JEM&R to conduct a one year summative field test of its *myPerspectives* English Language Arts program. This study was conducted in seventh and ninth grade classrooms during the 2016-2017 school year. This report summary presents an excerpt of findings from the final report, including the evaluation design and methods, a description of program usage and implementation, student performance results, and a discussion of the findings. The full results of the report is available upon request.

Research Questions

The purpose of this study is to assess the effectiveness of the *myPerspectives* program in helping students attain critical English Language Arts skills and to document usage and implementation of the *myPerspectives* program. The study employed a summative field test research design where teachers used the *myPerspectives* English Language Arts program with their students for the entire school year.

The study addressed the following overarching evaluation questions:

1. How is *myPerspectives* typically implemented in classrooms? How long does it take teachers to feel comfortable using the program? What conditions support optimal implementation?
2. Is there a relationship between *myPerspectives* and improvements in student literacy skills? What reading gains, if any, are observed and how large are these gains? Does growth vary by subpopulations?
3. What effects (anticipated or unanticipated) does *myPerspectives* have on affective dimensions of student learning? Does it affect teacher preparation and practices?
4. What do teachers and students think about *myPerspectives*? How do the teachers and students rate the perceived usefulness and quality of program features?

Participants and Setting

A total of five schools were recruited to participate in the study located in Ohio, Illinois, Kentucky and Colorado. The study schools were members of public school districts located in urban, suburban and rural areas. The final study sample included 656 students from 34 classes with nine teachers. The study sample demonstrated some variation in ethnicity and considerable variation in socioeconomic status as evidenced by eligibility for free or reduced lunch status.

Figure 1 presents the sample demographics.

| | | Count | Column % |
|--------------------------------|------------------|-------|----------|
| Grade | 7th | 330 | 50.3% |
| | 9th | 326 | 49.7% |
| Gender | Male | 344 | 52.4% |
| | Female | 312 | 47.6% |
| Ethnicity | White | 507 | 77.4% |
| | Hispanic | 27 | 4.1% |
| | African American | 71 | 10.8% |
| | Asian | 8 | 1.2% |
| | Native American | 2 | 0.3% |
| | Other | 40 | 6.1% |
| IEP Status | | 46 | 7.8% |
| Gifted Status | | 8 | 2.0% |
| Second Language Learner Status | | 5 | 0.8% |
| Free/Reduced Lunch Status | | 137 | 52.3% |

Measures

Multiple measures were used to assess student achievement, program implementation, and student attitudes as well as teacher perceptions of the *myPerspectives* program.

The Measure of Academic Progress (MAP), developed by Northwest Evaluation Association¹, was selected as the outcome measure of student English Language Arts skills. The MAP is an untimed computer adaptive interim assessment that measures instructional readiness and student growth. As part of the summative field test, students completed both the Reading Comprehension and Language Use MAP tests during the fall (September – November) and late spring (May). The Reading Comprehension test measures Information Text, Literary Text and Vocabulary. The Language Use Test measures students' usage of writing strategies, writing application and style, mechanics, and grammar.

The main unit of analysis for the MAP is the RIT (Rash unit) scale. Based on the Rasch Model (1PL), this score enables valid comparisons to be made with different items and different students which is essential for computer adaptive testing¹. These RIT scales are stable, equal interval scales that use individual item difficulty values to measure student

achievement independent of grade level (that is, across grades), and range from a score of 140 to 300. When appropriate, the Percentile Rank is also provided.

In order to measure program implementation and teacher perceptions, evaluators collected data through observations, surveys, and interviews with English Language Arts teachers. English Language Arts teachers also completed weekly implementation logs. This information provided researchers with a detailed data source on what was occurring in classrooms in terms of English Language Arts instruction. The biannual classroom observations and interviews with classroom teachers provided critical insight into the nature of use and the effectiveness of the English Language Arts materials used with students.

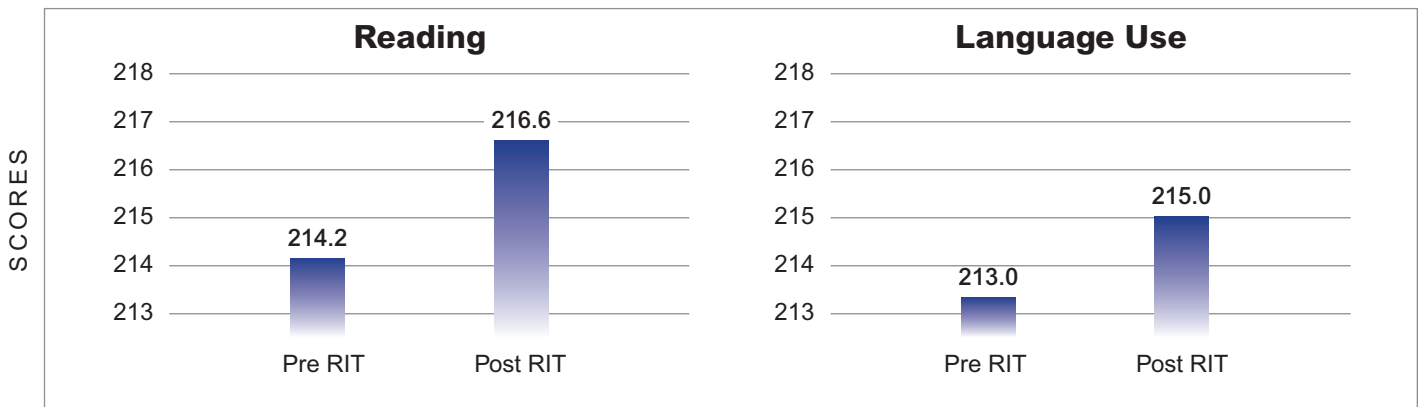
Additionally, student surveys were administered in the winter and spring of the study year. Study surveys gathered information on attitudes toward English Language Arts and perceptions of the *myPerspectives* program.

Student Performance Results

Results for *myPerspectives* Students

Students using *myPerspectives* achieved statistically significant gains in Reading Comprehension and Language Use achievement on the MAP after one year of program implementation. Improvement among *myPerspectives* students can be seen in growth of RIT scores, see Figure 2. This finding is further supported by an obtained effect size gain of .26 for Reading Comprehension and .32 for Language Use. An effect size can be represented as a percentile rank above the average baseline score. *myPerspectives* students gained 7 percentiles in Reading Comprehension and 9 percentiles in Language use.

Figure 2: *myPerspectives* Seventh and Ninth Grade Student Performance Results



The results were analyzed by implementation level in order to determine if different *myPerspectives* implementation was associated with different levels of learning gains. Teachers were separated into three groups (below average, average and above average) based on consistent implementation of all program parts and subcomponents. Figures 3 and 4 demonstrate that average and above average implementation more positively impacted student learning gains.

Figure 3: *myPerspectives* Reading Student Performance Results Implementation Level

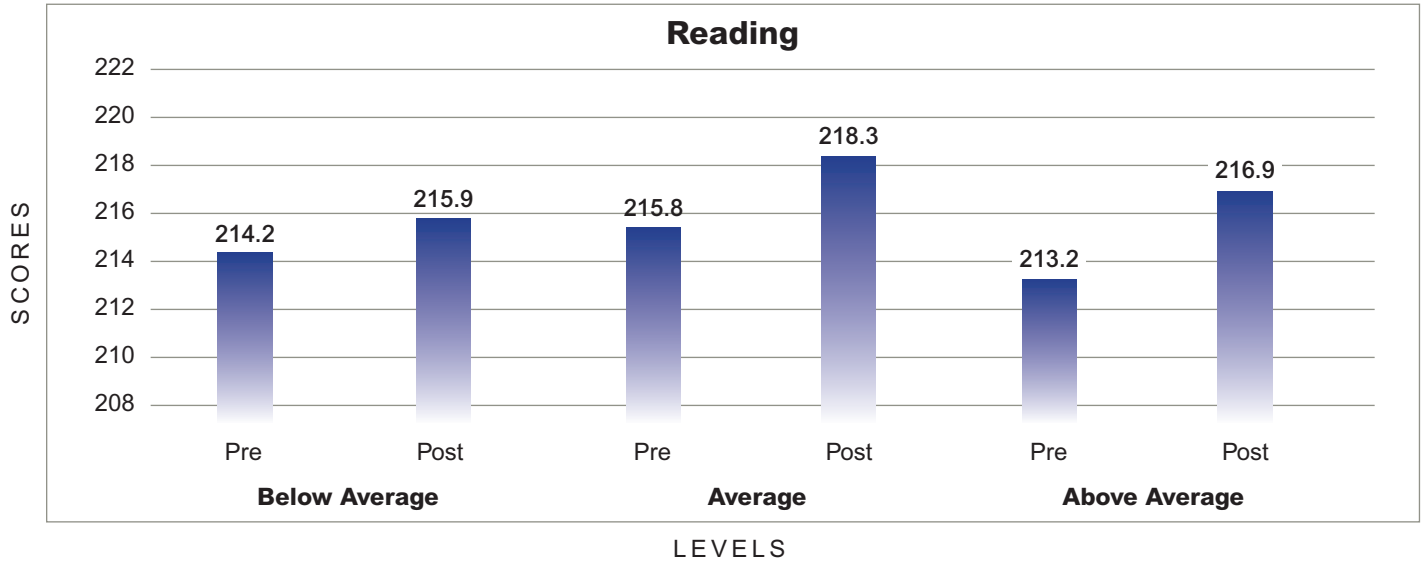
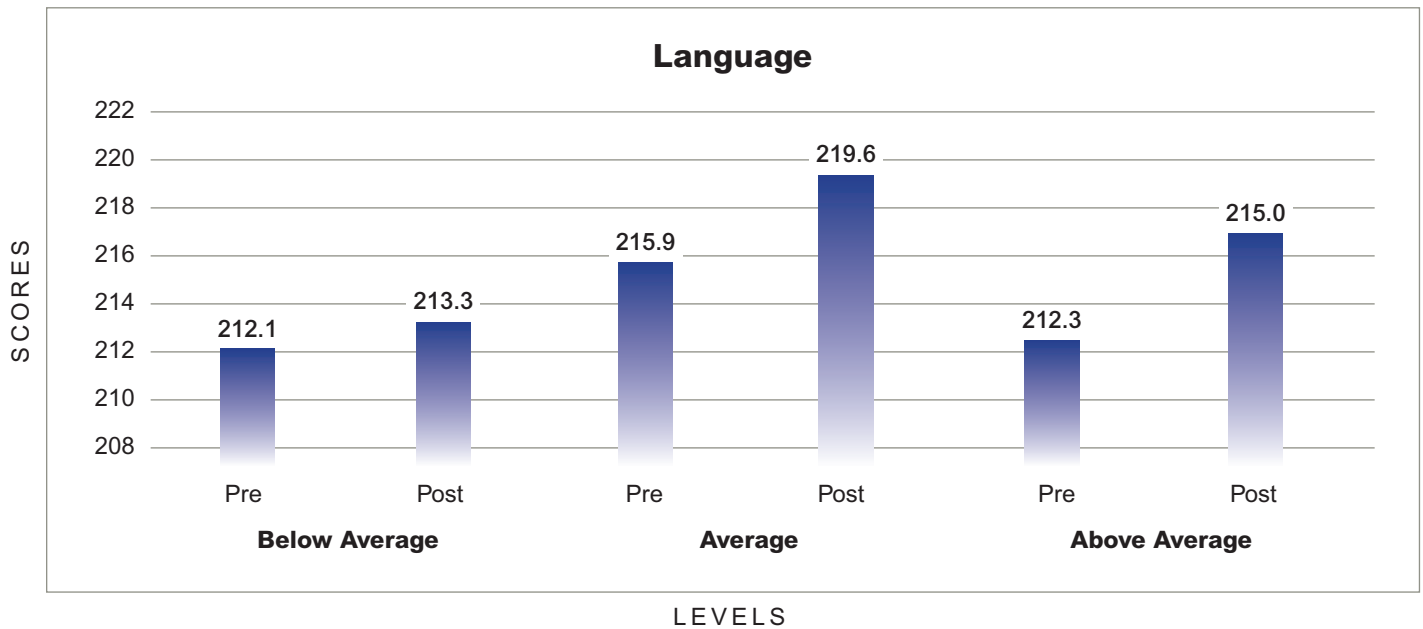


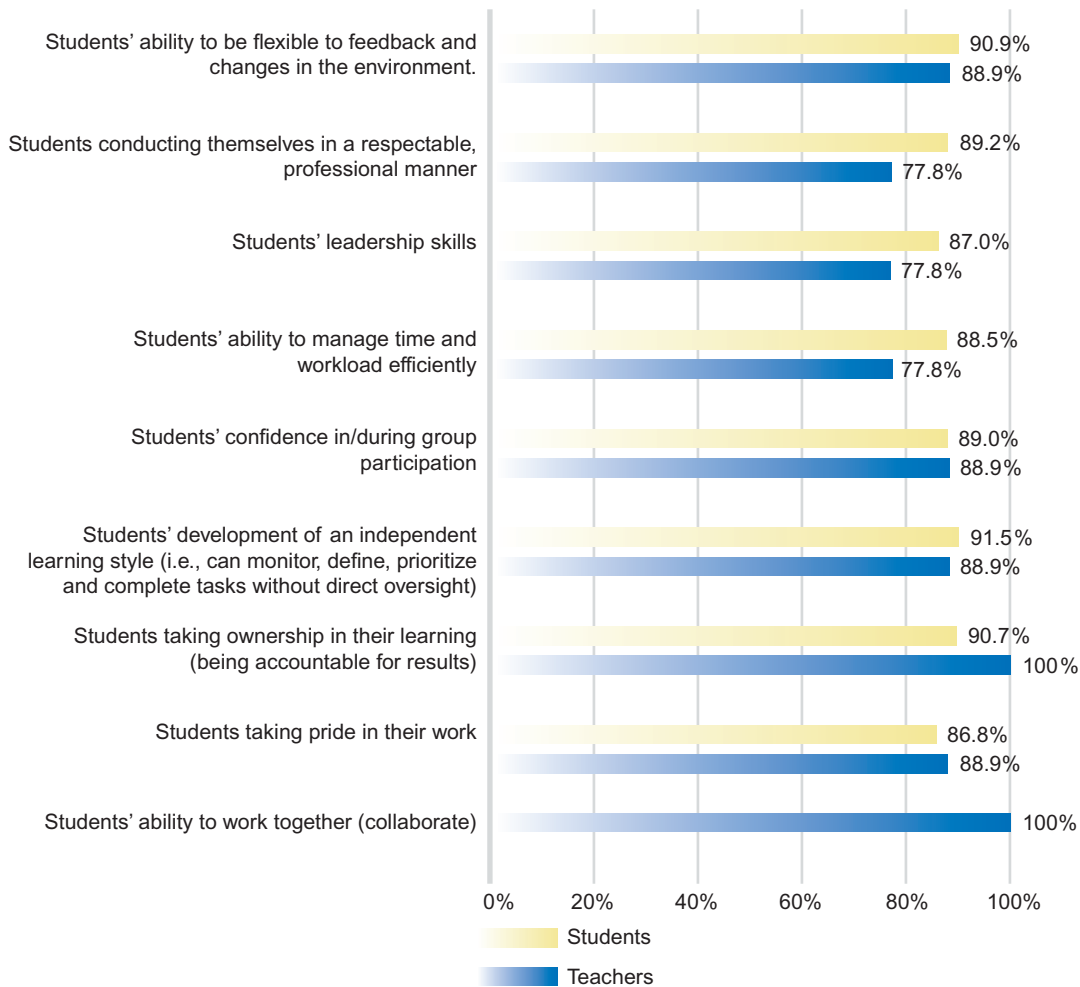
Figure 4: *myPerspectives* Language Use Student Performance Results Implementation Level



The MAP Reading Comprehension and Language Use RIT scores were also analyzed by subpopulations in order to determine whether significant growth was observed among different types of *myPerspectives* students. Results showed significant gains among all subgroups of *myPerspectives* students. That is, females, males, minorities, non-minorities, special education students, and students receiving free/reduced lunch all demonstrated significant gains from pre- to post-testing on both MAP Assessments.

In addition to measuring student outcomes, teachers and students were surveyed to measure the impact of *myPerspectives* on the promotion of life skills. Results were overwhelmingly positive as seen in Figure 5.

Figure 5: myPerspectives Impact on Promotion of Life Skills



myPerspectives Implementation

myPerspectives was implemented for the entire or majority of the school year at all participating schools. The majority of participating teachers implemented five days per week for an average 45-60 minutes a day. One school was on a four-day English Language Arts schedule. The average number of units attempted over the course of the school year was 2.8. The first unit took the longest to implement. This is expected as teachers and students adjust to a new English Language Arts program and following units were implemented at a quicker pace.

myPerspectives was implemented with varying degrees of implementation. All teachers were provided with implementation guidelines to support consistency in using key components and provide feedback. For the most, part teachers did consistently follow the implementation guidelines but adaptation did occur to meet students' needs and district requirements. Within each unit, teachers followed the unit flow implementing each part the majority of the time. The Unit Introduction was implemented 91% of the time, Whole Group 88% of the time and Small Group 75%. The least implemented part was Independent Learning at 53%.

Usage data was also collected on digital components. Teachers most frequently utilized the Digital Teacher’s Edition, Digital Student Edition (most to project during instruction), Audio Summaries, and Online Worksheets. While a few teachers did have students complete the Online Worksheets digitally, the majority printed the worksheets.

Three levels of implementation (below average, average and above average) were created based on key *myPerspectives* components implemented and percentage of units attempted. Triangulation of implementation logs, observations, and interviews indicated that three teachers were above average implementers, three teachers were classified average, and three were classified below average.

Participant Feedback

Student Attitudes

In addition to providing evidence of efficacy, other outcomes associated with use of the *myPerspectives* program were investigated. Students completed surveys in the winter and spring. Student satisfaction with the *myPerspectives* program was moderate. Students rated the *myPerspectives* reading materials and content, Realize (technology components) and small group activities very highly when asked to list what they liked most about the program. More than half the students also agreed that the Close Reads deepened their understanding of literature and the Comprehension Checks helped them to understand the main idea and details of the study. The majority of students reported they actively participated in learning about reading and grammar during the school year.

Teacher Attitudes

More than half of teachers reported satisfaction with *myPerspectives* in general and they liked the organized format, the inclusion of whole-group, small-group, and independent learning skills. When asked to list what they liked most about *myPerspectives*, teachers mostly listed Realize (digital components), the Essential Questions, and Text Selections.

The majority of *myPerspectives* teachers reported that the program had a positive impact on academic skills, including comprehension, writing, grammar, and vocabulary skills. Additionally, the majority of teachers reported *myPerspectives* had a positive effect on college readiness and 21st century learning skills. Specifically teachers rated the program effective in impacting students’ development of an independent learning style, confidence in group setting, taking ownership in learning, taking pride in their work, and being open/ flexible to feedback.

Teachers indicated the program had a positive influence on student engagement. The majority of teachers agreed that the reading materials kept student interest and students actively participated in learning.

Conclusion

This study indicates that *myPerspectives* is effective at significantly increasing student literacy achievement. Results by *myPerspectives* subgroups also showed significant learning gains across different types of students including females, males, minorities and non-minorities, students receiving free/reduced lunch and special education students. *myPerspectives* teachers reported that students learned important English Language Arts skills over the course of the study. Teachers also reported *myPerspectives* prepared students for college and was effective in building student confidence. Students reported they particularly enjoyed using Realize (digital components) and small-group learning and that Close Reads and Comprehension Checks help to deepen their understanding. In sum, the research data as seen in this study indicates that the *myPerspectives* program is an effective and useful program for both teachers and students.

About Academic and Product Research at Pearson

Pearson's Academic & Product Research team conducts formative and summative research that directly informs the development of K-12 instructional programs. This mission of this team is to provide Pearson's product developers with learner-centered insights and scientific data to drive the development of effective, industry-leading learning solutions.

About JEM&R, LLC

Research and evaluation firm, JEM&R, LLC, was founded in 2008 by Miriam Resendez, President and Senior Researcher. Ms. Resendez has served as a principal investigator or senior researcher on numerous large-scale, complex evaluation studies involving diverse target populations and multiple agencies and stakeholders. She has over 15 years of experience in evaluation research and possesses expertise in database development and management, quantitative/qualitative data analysis, interviewing, and large-scale multi-site data collection methods, and project management.

Math Curriculum for Synergy Academy Chartered Public School

Our math curriculum will align to Common Core Standards and fulfill the New Hampshire graduation requirements. The NH Math graduation requirements have students earning 4 credits including Algebra credit that can be earned through sequential, integrated or applied program. The textbooks to be used are the *enVision Integrated Math Common Core Grades 9 – 12*. Published by the Savvas Publishing company.

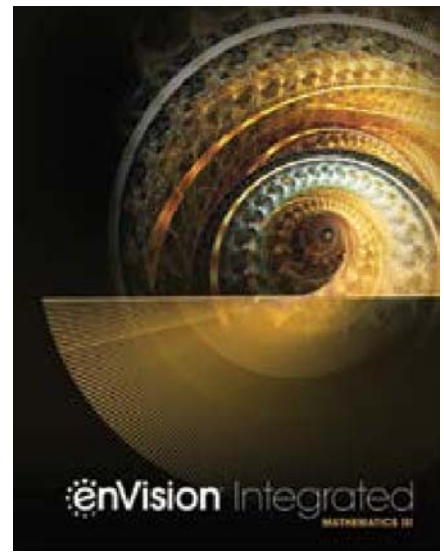
This text is a brand-new high school mathematics program. It's built from the ground up for the Integrated Pathway of the Common Core. This textbook series helps students see how the disciplines of mathematics are intertwined, with engaging and relevant content. The texts have a digital component and the content of these texts can be aligned with the online math program Mathspace. The text uses DESMOS, an online application, to bring alive mathematical concepts for students. To fulfill any remaining credits, students could take a Personal Financial Literacy class.

A Correlation of



Integrated Mathematics

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To the

Common Core State Standards for Mathematics High School

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To the Common Core State Standards for Mathematics**

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| Common Core State Standards for Mathematics | enVision Integrated Mathematics ©2019 |
|--|---|
| Standards for Mathematical Practice | |
| MP.1 Make sense of problems and persevere in solving them. | <p>Mathematical practices are referenced throughout the enVision Integrated Mathematics series. The following citations are sample references.</p> <p>Mathematics I SE/TE: 8, 31, 47, 57, 68, 72, 76, 88, 111, 152 TE: 24A-24B, 32, 37A, 59, 84, 137B, 147, 158B, 191B, 200</p> <p>Mathematics II SE/TE: 5, 10, 17, 25, 33, 54, 62, 68, 73-74, 81 TE: 18A, 34B, 55A, 75B, 83B, 111, 120, 151B, 164B, 191B</p> <p>Mathematics III SE/TE: 39, 50, 52, 56, 67-68, 97, 99, 108, 119, 139 TE: 27, 36, 40A-40B, 47A-47B, 48, 88, 95, 111, 123A, 135</p> |
| MP.2 Reason abstractly and quantitatively. | <p>Mathematical practices are referenced throughout the enVision Integrated Mathematics series. The following citations are sample references.</p> <p>Mathematics I SE/TE: 23, 27, 63, 86, 105, 111, 118, 131-133, 141, 145 TE: 12A, 63A, 83A, 104A, 112A, 137A, 144A, 151B, 219A, 236A</p> <p>Mathematics II SE/TE: 10, 31, 54, 62, 86, 88, 99, 109, 301, 352 TE: 47A, 83A, 89A, 205B, 212A, 229A-229B, 297A, 311A-311B, 319B, 328</p> <p>Mathematics III SE/TE: 52, 108, 153, 164, 219, 245, 251, 260, 304, 313 TE: 47A, 69A, 84A, 131A, 136, 140B, 155, 177A, 181, 185A</p> |

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| Common Core State Standards for Mathematics | enVision Integrated Mathematics ©2019 |
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| <p>MP.3 Construct viable arguments & critique the reasoning of others.</p> | <p>Mathematical practices are referenced throughout the enVision Integrated Mathematics series. The following citations are sample references.</p> <p>Mathematics I SE/TE: 11, 17, 28, 56, 67, 102, 116, 120, 170, 182 TE: 12, 18B, 24A, 53, 57A, 63A, 89B, 177A, 184A, 195</p> <p>Mathematics II SE/TE: 9, 15-16, 23-24, 31, 38, 52-53, 60, 66, 341, 482 TE: 5B, 11A, 47A, 69B, 117A, 145A, 191B, 205A, 374A, 391A</p> <p>Mathematics III SE/TE: 10-11, 21, 28, 37, 44, 51, 66, 73, 82, 245 TE: 5A, 102, 109A, 113, 141, 154, 180, 355, 379A, 456</p> |
| <p>MP.4 Model with mathematics.</p> | <p>Mathematical practices are referenced throughout the enVision Integrated Mathematics series. The following citations are sample references.</p> <p>Mathematics I SE/TE: 44, 62, 68, 77, 88, 91, 128, 133, 157, 171-172 TE: 30, 51A, 69, 89A, 96A, 103, 164, 165A, 191A, 212</p> <p>Mathematics II SE/TE: 26, 82, 131, 176, 190, 236, 327, 364, 444, 498 TE: 26A-26B, 82A-82B, 131A-131B, 176A-176B, 190A-190B, 236A-236B, 327A-327B, 364A-364B, 444A-444B, 498A-498B</p> <p>Mathematics III SE/TE: 53, 100, 162, 202, 246, 332, 363, 439, 480, 527 TE: 53A-53B, 100A-100B, 162A-162B, 202A-202B, 246A-246B, 332A-332B, 363A-363B, 439A-439B, 480A-480B, 527A-527B</p> |

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| MP.5 Use appropriate tools strategically. | <p>Mathematical practices are referenced throughout the enVision Integrated Mathematics series. The following citations are sample references.</p> <p>Mathematics I SE/TE: 23, 144, 148, 156, 168, 183, 197, 204, 210, 234 TE: 85, 98, 112B, 120A, 139, 160, 185, 224, 228A, 236B</p> <p>Mathematics II SE/TE: 17, 30, 32, 39, 60-61, 65, 76, 80, 147, 168 TE: 27A, 37, 64, 70, 75A, 84, 118, 170B, 237B, 283</p> <p>Mathematics III SE/TE: 18, 43, 63, 111, 126, 145, 149, 171, 200, 276 TE: 13A, 34, 61A, 65, 101A, 147A, 169A, 270, 283, 369</p> |
| MP.6 Attend to precision. | <p>Mathematical practices are referenced throughout the enVision Integrated Mathematics series. The following citations are sample references.</p> <p>Mathematics I SE/TE: 10-11, 21, 54, 66, 87, 93, 109, 117, 142, 412-413 TE: 31A, 33, 57A, 89A, 104A, 250A, 319A, 335A, 363A, 396A</p> <p>Mathematics II SE/TE: 8, 15, 23-24, 33, 40, 43, 52, 79, 107, 121 TE: 13, 27A, 28, 51, 55B, 65, 89B, 126, 132B, 146</p> <p>Mathematics III SE/TE: 12, 28-29, 37, 44, 50-51, 54, 73, 136, 138, 144 TE: 23A-23B, 47B, 62, 85, 127, 129, 136, 157, 173, 185B</p> |

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| MP.7 Look for and make use of structure. | <p>Mathematical practices are referenced throughout the enVision Integrated Mathematics series. The following citations are sample references.</p> <p>Mathematics I SE/TE: 42, 46, 55, 66-67, 75-76, 83, 89, 95, 100, 104 TE: 19, 26, 51A, 70A, 96A, 187, 207, 265B, 319B, 329</p> <p>Mathematics II SE/TE: 17, 51, 123, 125, 135, 174, 218, 267, 352, 363 TE: 47B, 69A, 83A, 89A, 103A, 120, 216, 330, 383, 521B</p> <p>Mathematics III SE/TE: 33, 55, 82, 86, 147, 184, 189, 201, 250, 254 TE: 42, 80, 96, 143, 230, 336, 367, 409, 417, 443</p> |
| MP.8 Look for and express regularity in repeated reasoning. | <p>Mathematical practices are referenced throughout the enVision Integrated Mathematics series. The following citations are sample references.</p> <p>Mathematics I SE/TE: 16, 35, 60, 62, 127, 156, 162, 172, 197, 202-203 TE: 31A, 70A, 83A, 120A, 151A, 158A, 177A, 199A, 242A, 285A</p> <p>Mathematics II SE/TE: 11, 35, 57, 63, 67, 108, 137, 149, 155, 188 TE: 18B-18, 20, 22, 34A, 63A, 103A, 132A, 183A, 304A, 422A</p> <p>Mathematics III SE/TE: 56, 74, 85, 98, 116, 129, 145, 152, 160, 287 TE: 49, 92A, 101A, 142, 161, 247A, 297A, 340A, 393A, 423A</p> |

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| Numbers and Quantities | |
| HSN-RN The Real Number System | |
| HSN-RN.A Extend the properties of exponents to rational exponents. | |
| <p>HSN-RN.A.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. Example: For example, we define 5 to the $\frac{1}{3}$ power to be the cube root of 5 because we want $(5 \text{ to the } \frac{1}{3} \text{ power})^3 = (5 \text{ to the } \frac{1}{3} \text{ power})^3$ to hold, so $(5 \text{ to the } \frac{1}{3} \text{ power})^3$ must equal 5.</p> | <p>Mathematics I SE: 177-183 TE: 177A-183B</p> <p>Mathematics II SE: 11-17 TE: 11A-17B</p> <p>Mathematics III SE: 169-176, 177-184 TE: 169A-176B, 177A-184B</p> |
| <p>HSN-RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.</p> | <p>Mathematics I SE: 177-183 TE: 177A-183B</p> <p>Mathematics II SE: 11-17 TE: 11A-17B</p> <p>Mathematics III SE: 169-176, 177-184 TE: 169A-176B, 177A-184B</p> |
| HSN-RN.B Use properties of rational and irrational numbers. | |
| <p>HSN-RN.B.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.</p> | <p>Mathematics I TE: 2B, 2G, 180, 219A, 277B</p> <p>Mathematics II SE: 5-10 TE: 5A-10B</p> <p>Mathematics III SE/TE: 104</p> |

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| HSN-Q Quantities | |
| HSN-Q.A Reason quantitatively and use units to solve problems. | |
| <p>HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> | <p>Mathematics I SE/TE: 22, 33, 55-56, 69, 93-95, 108, 112-113, 119, 227, 422 TE: 69A-69B, 431-434, 467-467B</p> <p>Mathematics II SE/TE: 10, 43, 68, 88, 94, 109, 163, 178, 373, 382 TE: 10B, 17A, 29, 33A, 36, 99A-99B, 130B</p> <p>Mathematics III SE/TE: 68, 113, 222, 429, 487, 565, 568, 570, 573, 580 TE: 275, 472B, 563, 587A-587B</p> |
| <p>HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.</p> | <p>Mathematics I SE/TE: 30, 69, 103, 164, 212, 249, 313, 356, 380, 467 TE: 30A-30B, 69A-69B, 103A-103B, 164A-164B, 212A-212B, 249A-249B, 313A-313B, 356A-356B, 380A-380B, 467A-467B</p> <p>Mathematics II SE/TE: 26, 82, 131, 176, 190, 236, 327, 364, 444, 498 TE: 26A-26B, 82A-82B, 131A-131B, 176A-176B, 190A-190B, 236A-236B, 327A-327B, 364A-364B, 444A-444B, 498A-498B</p> <p>Mathematics III SE/TE: 53, 100, 162, 202, 246, 332, 363, 439, 480, 527 TE: 53A-53B, 100A-100B, 162A-162B, 202A-202B, 246A-246B, 332A-332B, 363A-363B, 439A-439B, 480A-480B, 527A-527B</p> |

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| <p>HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> | <p>Mathematics I SE/TE: 238, 239, 240, 377, 379 TE: 11A, 23B, 47C, 79C, 212B, 236, 241B, 379A</p> <p>Mathematics II SE/TE: 20, 197, 219, 286, 324, 395, 443, 467, 576, 626 TE: 25A-25B, 33A-33B, 130B, 163A, 382B, 460B, 467B, 541B, 562B</p> <p>Mathematics III SE/TE: 46, 153, 184, 210, 220, 237, 259-260, 275, 303, 322 TE: 153B, 161B, 223A-223B, 242A-242B, 315B</p> |
| HSN-CN The Complex Number System | |
| HSN-CN.A Perform arithmetic operations with complex numbers. | |
| <p>HSN-CN.A.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.</p> | <p>Mathematics II SE: 183-189, 192, 200, 221-222 TE: 183A-189B, 192, 198A-198B, 204B</p> <p>Mathematics III SE/TE: 103, 104, 106-107, 169 TE: 101A, 108B, 169B, 387</p> |
| <p>HSN-CN.A.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.</p> | <p>Mathematics II SE: 183-189 TE: 183A-189B</p> |
| <p>HSN-CN.A.3(+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.</p> | <p>Mathematics II SE: 183-189 TE: 183A-189B</p> <p>Mathematics III SE: 101-108 TE: 101A-108B</p> |

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| HSN-CN.B Represent complex numbers and their operations on the complex plane. | |
| <p>HSN-CN.B.4(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.</p> | <p>Mathematics II SE/TE: 189 TE: 189B</p> <p>Mathematics III TE: 352A, 363, 387</p> |
| <p>HSN-CN.B.5(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. Example: For example, $(-1 + \sqrt{3}i)^3 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument 120°.</p> | <p>enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.</p> |
| <p>HSN-CN.B.6(+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.</p> | <p>enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.</p> |
| HSN-CN.C Use complex numbers in polynomial identities and equations. | |
| <p>HSN-CN.C.7 Solve quadratic equations with real coefficients that have complex solutions.</p> | <p>Mathematics II SE/TE: 183, 186-189, 192, 200, 221-222 TE: 183A-183B, 189A-189B, 192, 198A-198B, 204B</p> <p>Mathematics III SE/TE: 103, 104, 106-107, 169 TE: 101A, 108B, 169B, 387</p> |
| <p>HSN-CN.C.8(+) Extend polynomial identities to the complex numbers. Example: For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.</p> | <p>Mathematics II SE/TE: 186, 188 TE: 189B</p> |
| <p>HSN-CN.C.9(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.</p> | <p>Mathematics II SE/TE: 220-221 TE: 222</p> <p>Mathematics III SE/TE: 103, 105-107 TE: 100B, 101A, 108B</p> |

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| HSN-VM Vector and Matrix Quantities | |
| HSN-VM.A Represent and model with vector quantities. | |
| <p>HSN-VM.A.1(+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., \mathbf{v}, \mathbf{v}, $\ \mathbf{v}\$, v).</p> | <p>enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.</p> |
| <p>HSN-VM.A.2(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.</p> | <p>enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.</p> |
| <p>HSN-VM.A.3(+) Solve problems involving velocity and other quantities that can be represented by vectors.</p> | <p>enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.</p> |
| HSN-VM.B Perform operations on vectors. | |
| <p>HSN-VM.B.4(+) Add and subtract vectors.</p> | <p>enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.</p> |
| <p>HSN-VM.B.4a Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.</p> | <p>enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.</p> |
| <p>HSN-VM.B.4b Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.</p> | <p>enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.</p> |

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| <p>HSN-VM.B.4c Understand vector subtraction $\mathbf{v} - \mathbf{w}$ as $\mathbf{v} + (-\mathbf{w})$, where $-\mathbf{w}$ is the additive inverse of \mathbf{w}, with the same magnitude as \mathbf{w} and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.</p> | <p>enVision Integrated Mathematics is designed to meet standards that address the first three years of a student’s high school career. This standard is intended to address a student’s career and college readiness in a 4th year course such as Precalculus.</p> |
| <p>HSN-VM.B.5(+) Multiply a vector by a scalar.</p> | <p>enVision Integrated Mathematics is designed to meet standards that address the first three years of a student’s high school career. This standard is intended to address a student’s career and college readiness in a 4th year course such as Precalculus.</p> |
| <p>HSN-VM.B.5a Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $(v_x, v_y) = (cv_x, cv_y)$.</p> | <p>enVision Integrated Mathematics is designed to meet standards that address the first three years of a student’s high school career. This standard is intended to address a student’s career and college readiness in a 4th year course such as Precalculus.</p> |
| <p>HSN-VM.B.5b Compute the magnitude of a scalar multiple $c\mathbf{v}$ using $\ c\mathbf{v}\ = c \mathbf{v}$. Compute the direction of $c\mathbf{v}$ knowing that when $c \mathbf{v} \neq 0$, the direction of $c\mathbf{v}$ is either along \mathbf{v} (for $c > 0$) or against \mathbf{v} (for $c < 0$).</p> | <p>enVision Integrated Mathematics is designed to meet standards that address the first three years of a student’s high school career. This standard is intended to address a student’s career and college readiness in a 4th year course such as Precalculus.</p> |
| <p>HSN-VM.C Perform operations on matrices and use matrices in applications.</p> | |
| <p>HSN-VM.C.6(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.</p> | <p>enVision Integrated Mathematics is designed to meet standards that address the first three years of a student’s high school career. This standard is intended to address a student’s career and college readiness in a 4th year course such as Precalculus.</p> |
| <p>HSN-VM.C.7(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.</p> | <p>enVision Integrated Mathematics is designed to meet standards that address the first three years of a student’s high school career. This standard is intended to address a student’s career and college readiness in a 4th year course such as Precalculus.</p> |

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| <p>HSN-VM.C.8(+) Add, subtract, and multiply matrices of appropriate dimensions.</p> | <p>enVision Integrated Mathematics is designed to meet standards that address the first three years of a student’s high school career. This standard is intended to address a student’s career and college readiness in a 4th year course such as Precalculus.</p> |
| <p>HSN-VM.C.9(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.</p> | <p>enVision Integrated Mathematics is designed to meet standards that address the first three years of a student’s high school career. This standard is intended to address a student’s career and college readiness in a 4th year course such as Precalculus.</p> |
| <p>HSN-VM.C.10(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.</p> | <p>enVision Integrated Mathematics is designed to meet standards that address the first three years of a student’s high school career. This standard is intended to address a student’s career and college readiness in a 4th year course such as Precalculus.</p> |
| <p>HSN-VM.C.11(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.</p> | <p>enVision Integrated Mathematics is designed to meet standards that address the first three years of a student’s high school career. This standard is intended to address a student’s career and college readiness in a 4th year course such as Precalculus.</p> |
| <p>HSN-VM.C.12(+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.</p> | <p>enVision Integrated Mathematics is designed to meet standards that address the first three years of a student’s high school career. This standard is intended to address a student’s career and college readiness in a 4th year course such as Precalculus.</p> |

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| Algebra | |
| HSA-SSE Seeing Structure in Expressions | |
| HSA-SSE.A Interpret the structure of expressions | |
| HSA-SSE.A.1 Interpret expressions that represent a quantity in terms of its context. | <p>Mathematics I SE/TE: 6-8, 14, 19, 22-23, 26, 29, 30, 31, 33, 38 TE: 7, 18B, 20, 24B, 30A-30B, 31, 37B, 69A-69B, 103A-103B</p> <p>Mathematics II SE/TE: 51, 54, 59, 61, 74, 81, 88, 105, 109, 113 TE: 83B, 88B, 130A, 132B, 170B, 175B, 197B, 204A, 255A, 262A</p> <p>Mathematics III SE/TE: 19, 30, 65, 67, 71, 73, 95, 99, 115, 125 TE: 91B, 92B, 139B, 146B, 153B, 161B, 201B, 210A, 219B, 234A</p> |
| HSA-SSE.A.1a Interpret parts of an expression, such as terms, factors, and coefficients. | <p>Mathematics I SE/TE: 9, 13-15, 19, 25, 27, 51, 53-54, 74, 99-102, 130 TE: 18A, 23B, 31A, 51A-51B, 70, 102B, 157A, 184, 198B, 272B</p> <p>Mathematics II SE/TE: 30, 47, 49, 52, 71, 75, 195, 199, 203, 215 TE: 47B, 54B, 55B, 69A, 83B, 89A-89B, 151B, 158A, 170A-170B, 249A</p> <p>Mathematics III SE/TE: 17, 20, 71, 74, 81, 83, 85, 102, 149, 230 TE: 61A-61B, 68B, 69A-69B, 75A, 84A-84B, 91B, 92B, 100A-100B, 131A, 140A</p> |

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| <p>HSA-SSE.A.1b Interpret complicated expressions by viewing one or more of their parts as a single entity. Example: For example, interpret $(1+r)^n$ as the product of P and a factor not depending on P.</p> | <p>Mathematics I SE: 191-198 TE: 191A-198B</p> <p>Mathematics II SE: 18-25, 27-33, 47-54, 55-62, 63-68, 110-116, 117-123, 229-235, 237-242, 275-280 TE: 18A-25B, 27A-33B, 47A-54B, 55A-62B, 63A-68B, 110A-116B, 117A-123B, 229A-235B, 237A-242B, 275A-280B</p> <p>Mathematics III SE: 13-22, 23-30, 69-75, 109-116, 131-139, 140-146, 147-153, 185-192, 203-210, 227-234 TE: 13A-22B, 23A-30B, 69A-75B, 109A-116B, 131A-139B, 140A-146B, 147A-153B, 185A-192B, 203A-210B, 227A-234B</p> |
| <p>HSA-SSE.A.2 Use the structure of an expression to identify ways to rewrite it. Example: For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</p> | <p>Mathematics I SE/TE: 5, 9-10, 13, 15, 28, 44, 46, 58, 107, 146 TE: 11B, 12A-12B, 17B, 18A-18B, 23B, 24B, 43B, 76B, 183B, 265B</p> <p>Mathematics II SE: 63-68, 69-74, 75-81, 83-88, 89-94, 110-116, 117-123, 151-157, 158-163, 212-222 TE: 63A-68B, 69A-74B, 75A-81B, 83A-88B, 89A-94B, 110A-116B, 117A-123B, 151A-157B, 158A-163B, 212A-222B</p> <p>Mathematics III SE: 76-83, 84-91, 92-99, 169-176, 177-184, 267-272, 379-386 TE: 76A-83B, 84A-91B, 92A-99B, 169A-176B, 177A-184B, 267A-272B, 379A-386B</p> |

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| HSA-SSE.B Write expressions in equivalent forms to solve problems | |
| <p>HSA-SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> | <p>Mathematics I SE: 51-56, 57-62, 63-68, 137-143, 144-150, 151-157, 184-190, 191-198, 206-211 TE: 48C, 51A-56B, 57A-62B, 63A-68B, 137A-143B, 144A-150B, 151A-157B, 184A-190B, 191A-198B, 206A-211B</p> <p>Mathematics II SE: 63-68, 69-74, 75-81, 83-88, 89-94, 110-116, 117-123, 151-157, 158-163, 212-222 TE: 63A-68B, 69A-74B, 75A-81B, 83A-88B, 89A-94B, 110A-116B, 117A-123B, 151A-157B, 158A-163B, 212A-222B</p> <p>Mathematics III SE: 76-83, 84-91, 92-99, 169-176, 177-184, 267-272, 379-386 TE: 76A-83B, 84A-91B, 92A-99B, 169A-176B, 177A-184B, 267A-272B, 379A-386B</p> |
| <p>HSA-SSE.B.3a Factor a quadratic expression to reveal the zeros of the function it defines.</p> | <p>Mathematics II SE: 69-74, 75-81, 83-88, 89-94, 151-157 TE: 69A-74B, 75A-81B, 83A-88B, 89A-94B, 151A-157B</p> <p>Mathematics III In Integrated Mathematics III, students find zeros of polynomials and roots of polynomial equations. SE: 92-99, 101-108 TE: 92A-99B, 101A-108B</p> |
| <p>HSA-SSE.B.3b Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</p> | <p>Mathematics II SE: 191-197 TE: 191A-197B</p> |

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| <p>HSA-SSE.B.3c Use the properties of exponents to transform expressions for exponential functions. Example: For example the expression 1.15 to the t power can be rewritten as (1.15 to the $1/12$ power) to the $12t$ power) is approximately equal to (1.012 to the $12t$ power) to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</p> | <p>Mathematics I SE: 177-183, 184-190, 191-198, 199-205, 206-211, 212 TE: 177A-183B, 184A-190B, 191A-198B, 199A-205B, 206A-211B, 212-212B</p> <p>Mathematics II SE: 11-17, 18-25 TE: 11A-17B, 18A-25B</p> <p>Mathematics III SE: 169-176, 177-184, 227-234, 235-245 TE: 169A-176B, 177A-184B, 227A-234B, 235A-245B</p> |
| <p>HSA-SSE.B.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. Example: For example, calculate mortgage payments.</p> | <p>Mathematics I Geometric sequences are introduced SE: 199-205 TE: 199A-205B</p> <p>Mathematics III SE/TE: 280-288 TE: 280A-288B</p> |
| HSA-APR Arithmetic with Polynomials and Rational Expressions | |
| HSA-APR.A Perform arithmetic operations on polynomials | |
| <p>HSA-APR.A.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> | <p>Mathematics II SE: 47-54, 55-62, 63-68 TE: 47A-54B, 55A-62B, 63A-68B</p> <p>Mathematics III SE: 69-75, 76-83 TE: 69A-75B, 76A-83B</p> |
| HSA-APR.B Understand the relationship between zeros and factors of polynomials | |
| <p>HSA-APR.B.2 Know and apply the Remainder Theorem: For a polynomial (x) and a number a, the remainder on division by $x - a$ is (a), so $(a) = 0$ if and only if $(x - a)$ is a factor of (x).</p> | <p>Mathematics III SE: 84-91 TE: 84A-91B</p> |

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| <p>HSA-APR.B.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p> | <p>Mathematics II SE: 69-74, 75-81, 83-88, 89-94, 103-109, 110-116, 117-123, 145-150, 151-157 TE: 69A-74B, 75A-81B, 83A-88B, 89A-94B, 103A-109B, 110A-116B, 117A-123B, 145A-150B, 151A-157B</p> <p>Mathematics III SE: 92-99 TE: 92A-99B</p> |
| HSA-APR.C Use polynomial identities to solve problems | |
| <p>HSA-APR.C.4 Prove polynomial identities and use them to describe numerical relationships. Example: For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.</p> | <p>Mathematics II SE: 63-68, 89-94, 212-222 TE: 63A-68B, 89A-94B, 212A-222B</p> <p>Mathematics III SE: 76-83 TE: 76A-83B</p> |
| <p>HSA-APR.C.5(+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.</p> | <p>Mathematics III SE/TE: 76-83 TE: 76A-83B</p> |
| HSA-APR.D Rewrite rational expressions | |
| <p>HSA-APR.D.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p> | <p>Mathematics III SE: 131-139, 140-146, 147-153 TE: 131A-139B, 140A-146B, 147A-153B</p> |
| <p>HSA-APR.D.7(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p> | <p>Mathematics III SE: 140-146, 147-153 TE: 140A-146B, 147A-153B</p> |

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| HSA-CED Creating Equations | |
| HSA-CED.A Create equations that describe numbers or relationships | |
| <p>HSA-CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p> | <p>Mathematics I SE: 5-11, 12-17, 24-29, 31-36, 89-95, 184-190, 191-198 TE: 5A-11B, 12A-17B, 24A-29B, 31A-36B, 89A-95B, 184A-190B, 191A-198B</p> <p>Mathematics II SE: 145-150, 151-157, 164-169, 191-197, 198-204 TE: 145A-150B, 151A-157B, 164A-169B, 191A-197B, 198A-204B</p> <p>Mathematics III SE: 40-46, 101-108, 154-161, 193-201, 273-279 TE: 40A-46B, 101A-108B, 154A-161B, 193A-201B, 273A-279B</p> |
| <p>HSA-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> | <p>Mathematics I SE: 18-23, 51-56, 57-62, 63-68, 70-76, 89-95, 96-102, 184-190, 191-198, 206-211 TE: 18A-23B, 51A-56B, 57A-62B, 63A-68B, 70A-76B, 89A-95B, 96A-102B, 184A-190B, 191A-198B, 206A-211B</p> <p>Mathematics II SE: 18-25, 27-33, 34-40, 103-109, 110-116, 117-123, 124-130, 229-235, 237-242, 243-248 TE: 18A-25B, 27A-33B, 34A-40B, 103A-109B, 110A-116B, 117A-123B, 124A-130B, 229A-235B, 237A-242B, 243A-248B</p> <p>Mathematics III SE: 23-30, 61-68, 131-139, 185-192, 227-234, 235-245, 247-253, 261-266, 323-331, 333-339 TE: 23A-30B, 61A-68B, 131A-139B, 185A-192B, 227A-234B, 235A-245B, 247A-253B, 261A-266B, 323A-331B, 333A-339B</p> |

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| <p>HSA-CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. Example: For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</p> | <p>Mathematics I SE: 5-11, 12-17, 24-29, 31-36, 37-43, 137-143, 144-150, 151-157, 158-163, 165-170 TE: 5A-11B, 12A-17B, 24A-29B, 31A-36B, 37A-43B, 137A-143B, 144A-150B, 151A-157B, 158A-163B, 165A-170B</p> <p>Mathematics II SE: 145-150, 151-157, 164-169, 170-175, 191-197, 198-204, 205-211 TE: 145A-150B, 151A-157B, 164A-169B, 170A-175B, 191A-197B, 198A-204B, 205A-211B</p> <p>Mathematics III SE: 40-46, 47-52, 101-108, 154-161, 193-201, 273-279, 355-362 TE: 40A-46B, 47A-52B, 101A-108B, 154A-161B, 193A-201B, 273A-279B, 355A-362B</p> |
| <p>HSA-CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. Example: For example, rearrange Ohm’s law $V = IR$ to highlight resistance R.</p> | <p>Mathematics I SE: 18-23 TE: 18A-23B</p> <p>Mathematics II SE/TE: 50</p> <p>Mathematics III TE: 201B</p> |

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| HSA-REI Reasoning with Equations and Inequalities | |
| HSA-REI.A Understand solving equations as a process of reasoning and explain the reasoning | |
| HSA-REI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. | <p>Mathematics I SE: 5-11, 12-17, 37-39, 41-42, 178-183 TE: 5A-11B, 12A-17B, 37A-39, 43A-43B, 178-183B</p> <p>Mathematics II SE: 145-150, 151-157, 164-169, 191-197, 198-204 TE: 145A-150B, 151A-157B, 164A-169B, 191A-197B, 198A-204B</p> <p>Mathematics III SE: 40-46, 101-108, 154-161, 193-201, 273-279, 355-362 TE: 40A-46B, 101A-108B, 154A-161B, 193A-201B, 273A-279B, 355A-362B</p> |
| HSA-REI.A.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. | <p>Mathematics III SE: 154-161, 193-201 TE: 154A-161B, 193A-201B</p> |
| HSA-REI.B Solve equations and inequalities in one variable | |
| HSA-REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. | <p>Mathematics I SE: 5-11, 12-17, 18-23, 24-29, 31-36 TE: 5A-11B, 12A-17B, 18A-23B, 24A-29B, 31A-36B</p> <p>Mathematics II TE: 50</p> <p>Mathematics III SE: 40-46 TE: 40A-46B, 201B</p> |
| HSA-REI.B.4 Solve quadratic equations in one variable. | <p>Mathematics II SE: 145-150, 151-157, 164-169, 191-197, 198-204 TE: 145A-150B, 151A-157B, 164A-169B, 191A-197B, 198A-204B</p> <p>Mathematics III SE: 40-46, 92-99, 101-108 TE: 40A-46B, 92A-99B, 101A-108B</p> |

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| HSA-REI.B.4a Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. | Mathematics II SE: 191-197, 198-204 TE: 191A-197B, 198A-204B |
| HSA-REI.B.4b Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b . | Mathematics II SE: 145-150, 151-157, 164-169, 191-197, 198-204 TE: 145A-150B, 151A-157B, 164A-169B, 191A-197B, 198A-204B Mathematics III SE: 40-46, 92-99, 101-108 TE: 40A-46B, 92A-99B, 101A-108B |
| HSA-REI.C Solve systems of equations | |
| HSA-REI.C.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. | Mathematics I SE: 144-150, 151-157 TE: 144A-150B, 151A-157B Mathematics II SE: 170-175, 205-211 TE: 170A-175B, 205A-211B Mathematics III SE: 47A-52B TE: 47A-52B |
| HSA-REI.C.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. | Mathematics I SE: 137-143, 144-150, 151-157 TE: 137A-143B, 144A-150B, 151A-157B Mathematics II SE: 170-175, 205-211 TE: 170A-175B, 205A-211B Mathematics III SE: 47A-52B TE: 47A-52B |

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| <p>HSA-REI.C.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. Example: For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.</p> | <p>Mathematics II SE: 170-175, 205-211 TE: 170A-175B, 205A-211B</p> <p>Mathematics III SE: 47-52 TE: 47A-52B</p> |
| <p>HSA-REI.C.8(+) Represent a system of linear equations as a single matrix equation in a vector variable.</p> | <p>enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.</p> |
| <p>HSA-REI.C.9(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).</p> | <p>enVision Integrated Mathematics is designed to meet standards that address the first three years of a student's high school career. This standard is intended to address a student's career and college readiness in a 4th year course such as Precalculus.</p> |
| <p>HSA-REI.D Represent and solve equations and inequalities graphically</p> | |
| <p>HSA-REI.D.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> | <p>Mathematics I SE/TE: 51-56, 57-62, 63-68, 70-76, 137-143 TE: 51A-56B, 57A-62B, 63A-68B, 70A-76B, 137A-143B</p> <p>Mathematics II SE: 27-33, 34-40, 103-109, 110-116, 117-123, 124-130, 229-235, 256-262, 263-268, 269-274 TE: 27A-33B, 34A-40B, 103A-109B, 110A-116B, 117A-123B, 124A-130B, 229A-235B, 256A-262B, 263A-268B, 269A-274B</p> <p>Mathematics III SE: 5-12, 13-22, 40-46, 47-52, 61-68, 109-116, 123-130, 131-139, 185-192, 261-266 TE: 5A-12B, 13A-22B, 40A-46B, 47A-52B, 61A-68B, 109A-116B, 123A-130B, 131A-139B, 185A-192B, 261A-266B</p> |

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| <p>HSA-REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p> | <p>Mathematics I SE: 137-143 TE: 137A-143B</p> <p>Mathematics II SE: 170-175 TE: 170A-175B</p> <p>Mathematics III SE: 40-46 TE: 40A-46B</p> |
| <p>HSA-REI.D.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.</p> | <p>Mathematics I SE: 158-163, 165-170 TE: 158A-163B, 165A-170B</p> <p>Mathematics II SE/TE: 207-208</p> <p>Mathematics III SE: 47-52 TE: 47A-52B</p> |
| Functions | |
| HSF-IF Interpreting Functions | |
| HSF-IF.A Understand the concept of a function and use function notation | |
| <p>HSF-IF.A.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> | <p>Mathematics I SE: 83-88, 89-95, 184-190 TE: 83A-88B, 89A-95B, 184A-190B</p> <p>Mathematics II SE: 18-25, 27-33, 34-40, 103-109, 110-116, 117-123, 124-130, 229-235, 237-242, 243-248 TE: 18A-25B, 27A-33B, 34A-40B, 103A-109B, 110A-116B, 117A-123B, 124A-130B, 229A-235B, 237A-242B, 243A-248B</p> <p>Mathematics III SE: 5-12, 13-22, 23-30, 61-68, 109-116, 123-130, 131-139, 185-192, 227-234, 261-266 TE: 5A-12B, 13A-22B, 23A-30B, 61A-68B, 109A-116B, 123A-130B, 131A-139B, 185A-192B, 227A-234B, 261A-266B</p> |

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| <p>HSF-IF.A.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> | <p>Mathematics I SE: 83-88, 89-95, 96-102, 184-190, 206-211 TE: 83A-88B, 89A-95B, 96A-102B, 184A-190B, 206A-211B</p> <p>Mathematics II SE: 18-25, 27-33, 34-40, 103-109, 110-116, 117-123, 124-130, 229-235, 237-242, 243-248 TE: 18A-25B, 27A-33B, 34A-40B, 103A-109B, 110A-116B, 117A-123B, 124A-130B, 229A-235B, 237A-242B, 243A-248B</p> <p>Mathematics III SE: 5-12, 13-22, 23-30, 61-68, 109-116, 123-130, 131-139, 185-192, 227-234, 261-266 TE: 5A-12B, 13A-22B, 23A-30B, 61A-68B, 109A-116B, 123A-130B, 131A-139B, 185A-192B, 227A-234B, 261A-266B</p> |
| <p>HSF-IF.A.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. Example: For example, the Fibonacci sequence is defined recursively by $(0) = (1) = 1$, $(n+1) = (n) + (n-1)$ for n greater than or equal to 1.</p> | <p>Mathematics I SE: 104-111, 199-205 TE: 104A-111B, 199A-205B</p> <p>Mathematics II SE/TE: 439 TE: 460B, 576B, 593B</p> <p>Mathematics III SE: 31-39, 280-288 TE: 31A-39B, 280A-288B, 518B, 535B</p> |

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| HSF-IF.B Interpret functions that arise in applications in terms of the context | |
| <p>HSF-IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</p> | <p>Mathematics I SE: 83-88, 89-95, 96-102, 184-190, 206-211 TE: 83A-88B, 89A-95B, 96A-102B, 184A-190B, 206A-211B</p> <p>Mathematics II SE: 18-25, 27-33, 34-40, 103-109, 110-116, 117-123, 124-130, 229-235, 237-242, 243-248 TE: 18A-25B, 27A-33B, 34A-40B, 103A-109B, 110A-116B, 117A-123B, 124A-130B, 229A-235B, 237A-242B, 243A-248B</p> <p>Mathematics III SE: 5-12, 13-22, 23-30, 61-68, 109-116, 123-130, 131-139, 185-192, 227-234, 261-266 TE: 5A-12B, 13A-22B, 23A-30B, 61A-68B, 109A-116B, 123A-130B, 131A-139B, 185A-192B, 227A-234B, 261A-266B</p> |
| <p>HSF-IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. Example: For example, if the function (n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</p> | <p>Mathematics I SE: 83-88, 89-95, 96-102, 184-190, 206-211 TE: 83A-88B, 89A-95B, 96A-102B, 184A-190B, 206A-211B</p> <p>Mathematics II SE: 18-25, 27-33, 34-40, 103-109, 110-116, 117-123, 124-130, 229-235, 237-242, 243-248 TE: 18A-25B, 27A-33B, 34A-40B, 103A-109B, 110A-116B, 117A-123B, 124A-130B, 229A-235B, 237A-242B, 243A-248B</p> <p>Mathematics III SE: 5-12, 13-22, 23-30, 61-68, 109-116, 123-130, 131-139, 185-192, 227-234, 261-266 TE: 5A-12B, 13A-22B, 23A-30B, 61A-68B, 109A-116B, 123A-130B, 131A-139B, 185A-192B, 227A-234B, 261A-266B</p> |

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| <p>HSF-IF.B.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p> | <p>Mathematics I SE: 83-88, 89-95, 96-102, 184-190, 206-211 TE: 83A-88B, 89A-95B, 96A-102B, 184A-190B, 206A-211B</p> <p>Mathematics II SE/TE: 27-33, 34-40, 103-109, 132-139, 242, 248 TE: 243A, 248A-248B, 270</p> <p>Mathematics III SE/TE: 9, 11-12, 63, 67, 68, 231, 233, 251, 263, 265 TE: 5A-5B, 12A, 234A, 249, 253A-253B, 266A-266B, 323A</p> |
| HSF-IF.C Analyze functions using different representations | |
| <p>HSF-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> | <p>Mathematics I SE: 83-88, 89-95, 96-102, 184-190, 206-211 TE: 83A-88B, 89A-95B, 96A-102B, 184A-190B, 206A-211B</p> <p>Mathematics II SE: 18-25, 27-33, 34-40, 103-109, 110-116, 117-123, 124-130, 229-235, 237-242, 243-248 TE: 18A-25B, 27A-33B, 34A-40B, 103A-109B, 110A-116B, 117A-123B, 124A-130B, 229A-235B, 237A-242B, 243A-248B</p> <p>Mathematics III SE: 5-12, 13-22, 23-30, 61-68, 109-116, 123-130, 131-139, 185-192, 227-234, 261-266 TE: 5A-12B, 13A-22B, 23A-30B, 61A-68B, 109A-116B, 123A-130B, 131A-139B, 185A-192B, 227A-234B, 261A-266B</p> |

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| <p>HSF-IF.C.7a Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> | <p>Mathematics I SE: 83-88, 89-95, 96-102 TE: 83A-88B, 89A-95B, 96A-102B</p> <p>Mathematics II SE: 103-109, 110-116, 117-123, 124-130 TE: 103A-109B, 110A-116B, 117A-123B, 124A-130B</p> <p>Mathematics III SE: 5-12, 13-22, 23-30, 61-68, 109-116 TE: 5A-12B, 13A-22B, 23A-30B, 61A-68B, 109A-116B</p> |
| <p>HSF-IF.C.7b Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p> | <p>Mathematics I SE: 83-88, 89-95, 96-102 TE: 83A-88B, 89A-95B, 96A-102B</p> <p>Mathematics II SE: 27-33, 34-40, 229-235, 237-242, 243-248, 249-255 TE: 27A-33B, 34A-40B, 229A-235B, 237A-242B, 243A-248B, 249A-255B</p> <p>Mathematics III SE: 23-30, 40-46, 185-192 TE: 23A-30B, 40A-46B, 185A-192B</p> |
| <p>HSF-IF.C.7c Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p> | <p>Mathematics II SE: 103-109, 110-116, 117-123, 124-130 TE: 103A-109B, 110A-116B, 117A-123B, 124A-130B</p> <p>Mathematics III SE: 61-68, 92-99, 109-116 TE: 61A-68B, 92A-99B, 109A-116B</p> |
| <p>HSF-IF.C.7d(+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</p> | <p>Mathematics III SE: 123-130, 131-139 TE: 123A-130B, 131A-139B</p> |

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| <p>HSF-IF.C.7e Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p> | <p>Mathematics I SE: 184-190, 206-211 TE: 184A-190B, 206A-211B</p> <p>Mathematics II SE: 18-25 TE: 18A-25B</p> <p>Mathematics III SE: 227-234, 235-245, 246, 261-266, 323-331, 333-339, 340-347 TE: 227A-234B, 235A-245B, 246A-246B, 261A-266B, 323A-331B, 333A-339B, 340A-347B</p> |
| <p>HSF-IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> | <p>Mathematics I SE: 51-56, 57-62, 63-68, 70-76 TE: 51A-56B, 57A-62B, 63A-68B, 70A-76B</p> <p>Mathematics II SE: 103-109, 110-116, 117-123 TE: 103A-109B, 110A-116B, 117A-123B</p> <p>Mathematics III SE: 5-12, 13-22, 61-68, 101-108, 109-116, 379-386 TE: 5A-12B, 13A-22B, 61A-68B, 101A-108B, 109A-116B, 379A-386B</p> |
| <p>HSF-IF.C.8a Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</p> | <p>Mathematics II SE: 69-74, 75-81, 83-88, 89-94, 151-157, 191-197 TE: 69A-74B, 75A-81B, 83A-88B, 89A-94B, 151A-157B, 191A-197B</p> <p>Mathematics III SE: 76-83, 92-99 TE: 76A-83B, 92A-99B</p> |

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| <p>HSF-IF.C.8b Use the properties of exponents to interpret expressions for exponential functions. Example: For example, identify percent rate of change in functions such as $y = (1.02)$ to the t power, $y = (0.97)$ to the t power, $y = (1.01)$ to the $12t$ power, $y = (1.2)$ to the $t/10$ power, and classify them as representing exponential growth or decay.</p> | <p>Mathematics I SE: 184-190, 191-198, 199-205, 206-211 TE: 184A-190B, 191A-198B, 199A-205B, 206A-211B</p> <p>Mathematics II SE: 18-25 TE: 18A-25B</p> <p>Mathematics III SE: 227-234, 235-245 TE: 227A-234B, 235A-245B</p> |
| <p>HSF-IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). Example: For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</p> | <p>Mathematics I SE/TE: 186, 209, 211 TE: 174F, 206A</p> <p>Mathematics II SE/TE: 30 TE: 124B, 131</p> <p>Mathematics III SE/TE: 72 TE: 69A</p> |

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| HSF-BF Building Functions | |
| HSF-BF.A Build a function that models a relationship between two quantities | |
| <p>HSF-BF.A.1 Write a function that describes a relationship between two quantities.</p> | <p>Mathematics I SE: 89-95, 96-102, 103, 104-111, 112-119, 120-128, 184-190, 191-198, 206-211, 212 TE: 89A-95B, 96A-102B, 103A-103B, 104A-111B, 112A-119B, 120A-128B, 184A-190B, 191A-198B, 206A-211B, 212A-212B</p> <p>Mathematics II SE: 18-25, 27-33, 34-40, 103-109, 110-116, 117-123, 124-130, 229-235, 237-242, 243-248 TE: 18A-25B, 27A-33B, 34A-40B, 103A-109B, 110A-116B, 117A-123B, 124A-130B, 229A-235B, 237A-242B, 243A-248B</p> <p>Mathematics III SE: 5-12, 13-22, 23-30, 61-68, 109-116, 123-130, 131-139, 185-192, 227-234, 261-266 TE: 5A-12B, 13A-22B, 23A-30B, 61A-68B, 109A-116B, 123A-130B, 131A-139B, 185A-192B, 227A-234B, 261A-266B</p> |
| <p>HSF-BF.A.1a Determine an explicit expression, a recursive process, or steps for calculation from a context.</p> | <p>Mathematics I SE: 104-111, 199-205 TE: 104A-111B, 199A-205B</p> <p>Mathematics II SE/TE: 188 TE: 183A</p> <p>Mathematics III SE: 31-39, 280-288 TE: 31A-39B, 280A-288B</p> |

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| <p>HSF-BF.A.1b Combine standard function types using arithmetic operations. Example: For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</p> | <p>Mathematics I SE: 96-102, 206-211 TE: 96A-102B, 206A-211B</p> <p>Mathematics II SE: 275-280 TE: 275A-280B</p> <p>Mathematics III SE: 203-210 TE: 203A-210B</p> |
| <p>HSF-BF.A.1c(+) Compose functions. Example: For example, if (y) is the temperature in the atmosphere as a function of height, and (t) is the height of a weather balloon as a function of time, then ((t)) is the temperature at the location of the weather balloon as a function of time.</p> | <p>Mathematics III SE: 203-210, 211-219 TE: 203A-210B, 211A-219B</p> |
| <p>HSF-BF.A.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.</p> | <p>Mathematics I SE:104-111, 199-205 TE: 104A-111B, 199A-205B, 248B</p> <p>Mathematics III SE: 31-39, 280-288 TE: 31A-39B, 280A-288B</p> |
| HSF-BF.B Build new functions from existing functions | |
| <p>HSF-BF.B.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> | <p>Mathematics I SE: 96-102, 206-211 TE: 96A-102B, 206A-211B</p> <p>Mathematics II SE: 256-262, 263-268, 269-274 TE: 256A-262B, 263A-268B, 269A-274B</p> <p>Mathematics III SE: 13-22, 109-116, 131-139, 185-192, 227-234, 262, 265, 340-347 TE: 13A-22B, 109A-116B, 131A-139B, 185A-192B, 227A-234B, 340A-347B</p> |

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| HSF-BF.B.4 Find inverse functions. | <p>Mathematics II SE: 281-286 TE: 281A-286B</p> <p>Mathematics III SE: 211-219, 355-362 TE: 211A-219B, 355A-362B</p> |
| HSF-BF.B.4a Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. Example: For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$. | <p>Mathematics II SE: 281-286 TE: 281A-286B</p> <p>Mathematics III SE: 211-219, 355-362 TE: 211A-219B, 355A-362B</p> |
| HSF-BF.B.4b(+) Verify by composition that one function is the inverse of another. | <p>Mathematics III SE/TE: 215, 217 TE: 211A, 216, 219B</p> |
| HSF-BF.B.4c(+) Read values of an inverse function from a graph or a table, given that the function has an inverse. | <p>Mathematics II SE: 281-286 TE: 281A-286B</p> <p>Mathematics III SE: 211-219 TE: 211A-219B</p> |
| HSF-BF.B.4d(+) Produce an invertible function from a non-invertible function by restricting the domain. | <p>Mathematics II SE: 281-286 TE: 281A-286B</p> <p>Mathematics III SE: 211-219, 355-362 TE: 211A-219B, 355A-362B</p> |
| HSF-BF.B.5(+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents. | <p>Mathematics III SE: 254-260, 261-266, 267-272, 273-279 TE: 254A-260B, 261A-266B, 267A-272B, 273A-279B</p> |

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| HSF-LE Linear, Quadratic, and Exponential Models | |
| HSF-LE.A Construct and compare linear, quadratic, and exponential models and solve problems | |
| <p>HSF-LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> | <p>Mathematics I SE: 89-95, 96-102, 103, 184-190, 191-198, 206-211, 212 TE: 89A-95B, 96A-102B, 103-103B, 104A-111B, 184A-190B, 191A-198B, 206A-211B, 212-212B</p> <p>Mathematics II SE: 18-25, 26, 132-139 TE: 18A-25B, 26A-26B, 132A-139B</p> <p>Mathematics III SE: 227-234, 235-245, 247-253 TE: 227A-234B, 235A-245B, 247A-253B</p> |
| <p>HSF-LE.A.1a Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.</p> | <p>Mathematics I SE: 89-95, 96-102, 104-111, 184-190, 191-198, 199-205, 206-211 TE: 89A-95B, 96A-102B, 104A-111B, 184A-190B, 191A-198B, 199A-205B, 206A-211B</p> <p>Mathematics II SE: 18-25, 26, 132-139 TE: 18A-25B, 26A-26B, 132A-139B</p> <p>Mathematics III SE/TE: 227-234, 235-245, 247-253 TE: 227A-234B, 235A-245B, 247A-253B</p> |
| <p>HSF-LE.A.1b Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p> | <p>Mathematics I SE: 89-95, 96-102, 103, 104-111 TE: 89A-95B, 96A-102B, 103-103B, 104A-111B</p> <p>Mathematics II SE: 132-139 TE: 132A-139B</p> <p>Mathematics III SE: 247-253 TE: 247A-253B</p> |

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| <p>HSF-LE.A.1c Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p> | <p>Mathematics I SE: 184-190, 191-198, 199-205, 206-211, 212 TE: 184A-190B, 191A-198B, 199A-205B, 206A-211B, 212-212B</p> <p>Mathematics II SE: 18-25, 26, 132-139 TE: 18A-25B, 26A-26B, 132A-139B</p> <p>Mathematics III SE: 227-234, 235-245, 247-253 TE: 227A-234B, 235A-245B, 247A-253B</p> |
| <p>HSF-LE.A.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p> | <p>Mathematics I SE: 89-95, 96-102, 104-111, 184-190, 191-198, 199-205, 206-211 TE: 89A-95B, 96A-102B, 104A-111B, 184A-190B, 191A-198B, 199A-205B, 206A-211B</p> <p>Mathematics II SE: 18-25, 26, 132-139 TE: 18A-25B, 26A-26B, 132A-139B</p> <p>Mathematics III SE/TE: 227-234, 235-245, 247-253 TE: 227A-234B, 235A-245B, 247A-253B</p> |
| <p>HSF-LE.A.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.</p> | <p>Mathematics I SE/TE: 187, 189-190, 192 TE: 184A-184B</p> <p>Mathematics II SE/TE: 18-25, 26, 132-139 TE: 18A-25B, 26A-26B, 132A-139B</p> <p>Mathematics III SE/TE: 227-234, 235-245, 247-253 TE: 227A-234B, 235A-245B, 247A-253B</p> |

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| <p>HSF-LE.A.4 For exponential models, express as a logarithm the solution to ab to the ct power = d where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.</p> | <p>Mathematics III SE/TE: 273-279 TE: 273A-279B</p> |
| HSF-LE.B Interpret expressions for functions in terms of the situation they model | |
| <p>HSF-LE.B.5 Interpret the parameters in a linear or exponential function in terms of a context.</p> | <p>Mathematics I SE: 89-95, 96-102, 103, 120-128, 184-190, 191-198, 206-211, 212 TE: 89A-95B, 96A-102B, 103-103B, 104A-111B, 120A-128B, 184A-190B, 191A-198B, 206A-211B, 212-212B</p> <p>Mathematics II SE: 18-25, 26, 132-139 TE: 18A-25B, 26A-26B, 132A-139B</p> <p>Mathematics III SE: 227-234, 235-245, 247-253 TE: 227A-234B, 235A-245B, 247A-253B</p> |
| HSF-TF Trigonometric Functions | |
| HSF-TF.A Extend the domain of trigonometric functions using the unit circle | |
| <p>HSF-TF.A.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.</p> | <p>Mathematics II SE: 569-576 TE: 569A-576B</p> <p>Mathematics III SE: 305-315 TE: 305A-315B</p> |
| <p>HSF-TF.A.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.</p> | <p>Mathematics III SE: 305-315, 316-322 TE: 305A-315B, 316A-322B</p> |

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| <p>HSF-TF.A.3(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x, where x is any real number.</p> | <p>Mathematics III SE/TE: 297-304, 305-315 TE: 297A-304B, 305A-315B</p> |
| <p>HSF-TF.A.4(+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.</p> | <p>Mathematics III SE: 305-315, 316-322, 323-331 TE: 305A-315B, 316A-322B, 323A-331B</p> |
| HSF-TF.B Model periodic phenomena with trigonometric functions | |
| <p>HSF-TF.B.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.</p> | <p>Mathematics III SE: 323-331, 333-339 TE: 323A-331B, 333A-339B</p> |
| <p>HSF-TF.B.6(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.</p> | <p>Mathematics III SE: 355-362 TE: 355A-362B</p> |
| <p>HSF-TF.B.7(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.</p> | <p>Mathematics III SE: 355-362, 363, 364-372, 373-378 TE: 355A-362B, 363A-363B, 364A-372B, 373A-378B</p> |
| HSF-TF.C Prove and apply trigonometric identities | |
| <p>HSF-TF.C.8 Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.</p> | <p>Mathematics II SE/TE: 468-470</p> <p>Mathematics III SE: 316-322, 379-386 TE: 316A-322B, 379A-386B</p> |
| <p>HSF-TF.C.9(+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.</p> | <p>Mathematics III SE: 379-386 TE: 379A-386B</p> |

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| Geometry | |
| HSG-CO Congruence | |
| HSG-CO.A Experiment with transformations in the plane | |
| HSG-CO.A.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. | <p>Mathematics I SE: 219-227, 285-291, 292-298, 299-305, 306-312, 415-422 TE: 219A-227B, 285A-291B, 292A-298B, 299A-305B, 306A-312B, 415A-422B</p> <p>Mathematics II SE: 304-310, 311-318, 569-576 TE: 304A-310B, 311A-318B, 569A-576B</p> <p>Mathematics III SE: 466-472, 511-518 TE: 466A-472B, 511A-518B</p> |
| HSG-CO.A.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). | <p>Mathematics I SE: 319-326, 327-334, 335-342, 343-349, 350-355 TE: 319A-326B, 327A-334B, 335A-342B, 343A-349B, 350A-355B</p> <p>Mathematics II SE: 413-421, 422-428 TE: 413A-421B, 422A-428B</p> |
| HSG-CO.A.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. | <p>Mathematics I SE: 350-355, 356 TE: 350A-355B, 356A-356B</p> |
| HSG-CO.A.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. | <p>Mathematics I SE: 319-326, 327-334, 335-342, 343-349, 350-355 TE: 319A-326B, 327A-334B, 335A-342B, 343A-349B, 350A-355B</p> |
| HSG-CO.A.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. | <p>Mathematics I SE: 319-326, 327-334, 335-342, 343-349, 350-355 TE: 319A-326B, 327A-334B, 335A-342B, 343A-349B, 350A-355B</p> |

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| HSG-CO.B Understand congruence in terms of rigid motions | |
| HSG-CO.B.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. | Mathematics I SE: 343-349, 363-370 TE: 343A-349B, 363A-370B |
| HSG-CO.B.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. | Mathematics I SE: 363-370, 381-387, 388-395, 396-401, 402-407 TE: 363A-370B, 381A-387B, 388A-395B, 396A-401B, 402A-407B |
| HSG-CO.B.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. | Mathematics I SE: 363-370, 381-387, 388-395, 396-401, 402-407 TE: 363A-370B, 381A-387B, 388A-395B, 396A-401B, 402A-407B |
| HSG-CO.C Prove geometric theorems | |
| HSG-CO.C.9 Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints. | Mathematics I SE/TE: 232, 265-271, 285-291, 292-298, 299-305, 306-312, 320, 324, 413 TE: 265A-271B, 285A-291B, 292A-298B, 299A-305B, 306A-312B Mathematics II SE: 304-310, 311-318 TE: 304A-310B, 311A-318B Mathematics III SE: 466-472 TE: 466A-472B |
| HSG-CO.C.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point. | Mathematics I SE/TE: 71, 292, 299-305, 371-379 TE: 298B, 299A-305B, 371A-379B Mathematics II SE/TE: 319-326, 328-335, 336-342, 343-348, 445-451 TE: 319A-326B, 328A-335B, 336A-342B, 343A-348B, 445A-451B |

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| HSG-CO.C.11 Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals. | Mathematics I SE/TE: 290, 351, 408-414 TE: 291, 353, 408A-414B Mathematics II SE: 374-382, 383-390, 391-397, 398-405 TE: 374A-382B, 383A-390B, 391A-397B, 398A-405B |
| HSG-CO.D Make geometric constructions | |
| HSG-CO.D.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. | Mathematics I SE/TE: 228-235, 297, 300, 339-340 TE: 228A-235B, 295, 336, 373 Mathematics III SE: 455-465 TE: 455A-465B |
| HSG-CO.D.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. | Mathematics I SE/TE: 418, 421 Mathematics III SE: 455-465 TE: 455A-465B |
| HSG-SRT Similarity, Right Triangles, and Trigonometry | |
| HSG-SRT.A Understand similarity in terms of similarity transformations | |
| HSG-SRT.A.1 Verify experimentally the properties of dilations given by a center and a scale factor: | Mathematics II SE: 413-421, 422-428 TE: 413A-421B, 422A-428B |
| HSG-SRT.A.1a A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. | Mathematics II SE: 413-421 TE: 413A-421B |
| HSG-SRT.A.1b The dilation of a line segment is longer or shorter in the ratio given by the scale factor. | Mathematics II SE: 413-421 TE: 413A-421B |

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| HSG-SRT.A.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides. | Mathematics II SE: 422-428 TE: 422A-428B |
| HSG-SRT.A.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar. | Mathematics II SE: 422-428, 429-435 TE: 422A-428B, 429A-435B |
| HSG-SRT.B Prove theorems involving similarity | |
| HSG-SRT.B.4 Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity. | Mathematics II SE: 436-443, 445-451, 452-460, 461-470 TE: 436A-443B, 445A-451B, 452A-460B, 461A-467B, 468-470 |
| HSG-SRT.B.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. | Mathematics I SE: 381-387, 388-395, 396-401, 402-407 TE: 381A-387B, 388A-395B, 396A-401B, 402A-407B Mathematics II SE: 436-443, 445-451, 452-460, 461-470 TE: 436A-443B, 445A-451B, 452A-460B, 461A-467B, 468-470 |
| HSG-SRT.C Define trigonometric ratios and solve problems involving right triangles | |
| HSG-SRT.C.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. | Mathematics II SE: 436-443, 452-460, 461-470 TE: 436A-443B, 452A-460B, 461A-467B, 468-470 |
| HSG-SRT.C.7 Explain and use the relationship between the sine and cosine of complementary angles. | Mathematics II TE: 463, 465 |

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| HSG-SRT.C.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. | Mathematics II SE: 452-460, 461-470 TE: 452A-460B, 461A-467B, 468-470 Mathematics III SE: 373-378 TE: 373A-378B |
| HSG-SRT.D Apply trigonometry to general triangles | |
| HSG-SRT.D.9(+) Derive the formula $A = 1/2 ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side. | Mathematics III SE/TE: 375-378 TE: 378A-378B |
| HSG-SRT.D.10(+) Prove the Laws of Sines and Cosines and use them to solve problems. | Mathematics III SE: 364-372, 373-378 TE: 364A-372B, 373A-378B |
| HSG-SRT.D.11(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces). | Mathematics III SE: 364-372, 373-378 TE: 364A-372B, 373A-378B |
| HSG-C Circles | |
| HSG-C.A Understand and apply theorems about circles | |
| HSG-C.A.1 Prove that all circles are similar. | Mathematics II SE: 422-428 TE: 422A-428B |
| HSG-C.A.2 Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle. | Mathematics I SE: 415-422 TE: 415A-422B Mathematics II SE: 577-584, 586-593, 594-600, 601-608 TE: 577A-584B, 586A-593B, 594A-600B, 601A-608B Mathematics III SE: 519-526, 528-535, 536-542, 543-550 TE: 519A-526B, 528A-535B, 536A-542B, 543A-550B |

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| HSG-C.A.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle. | Mathematics II SE/TE: 322-326 TE: 326A-326B Mathematics III SE/TE: 463-465 |
| HSG-C.A.4(+) Construct a tangent line from a point outside a given circle to the circle. | Mathematics II SE/TE: 578, 581 TE: 584A-584B Mathematics III SE/TE: 520, 523 TE: 526A-526B |
| HSG-C.B Find arc lengths and areas of sectors of circles | |
| HSG-C.B.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector. | Mathematics II SE: 569-576 TE: 569A-576B Mathematics III SE: 511-518 TE: 511A-518B |
| HSG-GPE Expressing Geometric Properties with Equations | |
| HSG-GPE.A Translate between the geometric description and the equation for a conic section | |
| HSG-GPE.A.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. | Mathematics II SE: 550-555 TE: 550A-555B Mathematics III SE: 491-496 TE: 491A-496B |
| HSG-GPE.A.2 Derive the equation of a parabola given a focus and directrix. | Mathematics II SE: 556-562 TE: 556A-562B Mathematics III SE: 497-503 TE: 497A-503B |

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| HSG-GPE.A.3(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant. | enVision Integrated Mathematics is designed to meet standards that address the first three years of a student’s high school career. This standard is intended to address a student’s career and college readiness in a 4th year course such as Precalculus. |
| HSG-GPE.B Use coordinates to prove simple geometric theorems algebraically | |
| HSG-GPE.B.4 Use coordinates to prove simple geometric theorems algebraically. Example: For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$. | <p>Mathematics I SE: 408-414 TE: 408A-414B</p> <p>Mathematics II SE: 543-549 TE: 543A-549B</p> <p>Mathematics III SE: 481-487 TE: 481A-487B</p> |
| HSG-GPE.B.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point). | <p>Mathematics I SE: 306-312 TE: 306A-312B</p> <p>Mathematics III SE: 466-472 TE: 466A-472B</p> |
| HSG-GPE.B.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio. | Mathematics III SE/TE: 488-490 |
| HSG-GPE.B.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula. | <p>Mathematics I SE: 408-414 TE: 408A-414B</p> <p>Mathematics II SE: 535-541 TE: 535A-541B</p> <p>Mathematics III SE: 473-479 TE: 473A-479B</p> |

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| HSG-GMD Geometric Measurement and Dimension | |
| HSG-GMD.A Explain volume formulas and use them to solve problems | |
| HSG-GMD.A.1 Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments. | Mathematics II SE: 569-577 TE: 569A-577B Mathematics III SE: 511-518, 557-562, 563-570, 572-578 TE: 511A-518B, 557A-562B, 563A-570B, 572A-578B |
| HSG-GMD.A.2(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures. | Mathematics III SE: 579-584 TE: 579A-584B |
| HSG-GMD.A.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. | Mathematics III SE: 557-562, 563-570, 572-578, 579-584 TE: 557A-562B, 563A-570B, 572A-578B, 579A-584B |
| HSG-GMD.B Visualize relationships between two-dimensional and three-dimensional objects | |
| HSG-GMD.B.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. | Mathematics III SE: 557-562 TE: 557A-562B |
| HSG-MG Modeling with Geometry | |
| HSG-MG.A Apply geometric concepts in modeling situations | |
| HSG-MG.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). | Mathematics I SE/TE: 218, 227, 232-233, 238-241, 249, 271, 284, 290-291, 294-295, 298, 302, 305, 312, 313 TE: 236B, 249A-249B, 313A-313B Mathematics II SE/TE: 541, 546, 549, 555, 559, 562, 568, 573, 576, 584 TE: 555B, 585A-585B Mathematics III SE/TE: 459, 462, 465, 472, 487, 489-490, 496, 562, 564-567, 570 TE: 466B, 472B, 571A-571B |

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| HSG-MG.A.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). | <p>Mathematics I SE/TE: 119, 284, 411</p> <p>Mathematics II SE/TE: 4, 624, 628, 639</p> <p>Mathematics III SE/TE: 566, 570, 581</p> |
| HSG-MG.A.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). | <p>Mathematics I SE/TE: 218, 284, 298, 302, 318, 362, 374, 379, 380, 395 TE: 236B, 380A-380B</p> <p>Mathematics II SE/TE: 4, 26, 69, 70, 81, 109, 147, 182, 296, 365 TE: 26A-26B, 40B, 62B, 204B, 357A</p> <p>Mathematics III SE/TE: 52, 60, 75, 143, 168, 180, 354, 359, 363, 510 TE: 99B, 192B, 296, 363A</p> |
| Statistics and Probability | |
| HSS-ID Interpreting Categorical and Quantitative Data | |
| HSS-ID.A Summarize, represent, and interpret data on a single count or measurement variable | |
| HSS-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots). | <p>Mathematics I SE/TE: 431-437, 438-445, 446-452 TE: 431A-437B, 438A-445B, 446A-452B</p> <p>Mathematics III SE/TE: 394-395, 398-399, 408-414 TE: 399B, 407B, 414B, 415B</p> |
| HSS-ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. | <p>Mathematics I SE: 438-445, 446-452, 453-460 TE: 438A-445B, 446A-452B, 453A-460B</p> <p>Mathematics III SE/TE: 407-414 TE: 407A-414B</p> |

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| HSS-ID.A.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). | Mathematics I SE: 438-445, 446-452, 453-460 TE: 438A-445B, 446A-452B, 453A-460B, 467B Mathematics III SE: 407-414 TE: 407A-414B |
| HSS-ID.A.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. | Mathematics I SE/TE: 450, 453-460 TE: 453A-460B Mathematics III SE: 415-422 TE: 415A-422B |
| HSS-ID.B Summarize, represent, and interpret data on two categorical and quantitative variables | |
| HSS-ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. | Mathematics I SE: 461-466 TE: 461A-466B Mathematics II SE: 477-482 TE: 477A-482B |
| HSS-ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. | Mathematics I SE: 112-119, 120-128 TE: 112A-119B, 120A-128B Mathematics II SE/TE: 22, 132-139 TE: 132A-139B Mathematics III SE/TE: 235-242, 243-245, 246, 247-253 TE: 235A-242B, 246A-246B, 247A-253B |

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| HSS-ID.B.6a Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. | <p>Mathematics I SE: 112-119, 120-128 TE: 112A-119B, 120A-128B</p> <p>Mathematics II SE/TE: 22, 132-139 TE: 132A-139B</p> <p>Mathematics III SE/TE: 235-242, 243-245, 246, 247-253 TE: 235A-242B, 246A-246B, 247A-253B</p> |
| HSS-ID.B.6b Informally assess the fit of a function by plotting and analyzing residuals. | <p>Mathematics I SE: 120-128 TE: 120A-128B</p> <p>Mathematics III SE/TE: 235-242, 243-245, 246 TE: 235A-242B, 246A-246B</p> |
| HSS-ID.B.6c Fit a linear function for a scatter plot that suggests a linear association. | <p>Mathematics I SE: 112-119, 120-128 TE: 112A-119B, 120A-128B</p> <p>Mathematics II SE/TE: 22, 132-139 TE: 132A-139B</p> |
| HSS-ID.C Interpret linear models | |
| HSS-ID.C.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. | <p>Mathematics I SE: 112-119, 120-128 TE: 112A-119B, 120A-128B</p> |
| HSS-ID.C.8 Compute (using technology) and interpret the correlation coefficient of a linear fit. | <p>Mathematics I SE: 112-119, 120-128 TE: 112A-119B, 120A-128B</p> <p>Mathematics II SE/TE: 22, 132-139 TE: 132A-139B</p> |

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| HSS-ID.C.9 Distinguish between correlation and causation. | <p>Mathematics I SE: 112-119, 120-128 TE: 112A-119B, 120A-128B</p> <p>Mathematics II SE/TE: 138 TE: 17B</p> <p>Mathematics III SE/TE: 253 TE: 257</p> |
| HSS-IC Making Inferences and Justifying Conclusions | |
| HSS-IC.A Understand and evaluate random processes underlying statistical experiments | |
| HSS-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population. | <p>Mathematics I SE/TE: 432-433, 440-441, 447-448, 463 TE: 453B</p> <p>Mathematics III SE: 393-399, 400-406 TE: 393A-399B, 400A-406B</p> |
| HSS-IC.A.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. Example: For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model? | <p>Mathematics II SE/TE: 476 TE: 483A</p> <p>Mathematics III SE: 393-399, 400-406 TE: 393A-399B, 400A-406B</p> |
| HSS-IC.B Make inferences and justify conclusions from sample surveys, experiments, and observational studies | |
| HSS-IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. | <p>Mathematics I SE/TE: 125, 248, 430, 461-466 TE: 127, 461A-461B</p> <p>Mathematics III SE: 400-406 TE: 400A-406B</p> |

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| HSS-IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. | Mathematics I SE/TE: 430, 446-452, 453-460 TE: 446A-452B, 453A-460B Mathematics III SE: 407-414, 415-422, 423-430 TE: 407A-414B, 415A-422B, 423A-430B |
| HSS-IC.B.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. | Mathematics III SE: 431-438 TE: 431A-438B |
| HSS-IC.B.6 Evaluate reports based on data. | Mathematics III SE: 431-438 TE: 431A-438B |
| HSS-CP Conditional Probability and the Rules of Probability | |
| HSS-CP.A Understand independence and conditional probability and use them to interpret data | |
| HSS-CP.A.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not"). | Mathematics II SE: 483-490 TE: 483A-490B |
| HSS-CP.A.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent. | Mathematics II SE: 483-490 TE: 483A-490B |
| HSS-CP.A.3 Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A , and the conditional probability of B given A is the same as the probability of B . | Mathematics II SE: 491-497 TE: 491A-497B |

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| <p>HSS-CP.A.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. Example: For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</p> | <p>Mathematics I SE: 461-466 TE: 461A-466B</p> <p>Mathematics II SE: 477-482, 483-490, 491-497 TE: 477A-482B, 483A-490B, 491A-497B</p> |
| <p>HSS-CP.A.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. Example: For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</p> | <p>Mathematics II SE: 483-490, 491-497 TE: 483A-490B, 491A-497B</p> |
| <p>HSS-CP.B Use the rules of probability to compute probabilities of compound events in a uniform probability model</p> | |
| <p>HSS-CP.B.6 Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.</p> | <p>Mathematics II SE: 491-497 TE: 491A-497B</p> |
| <p>HSS-CP.B.7 Apply the Addition Rule, $(A \text{ or } B) = (A) + (B) - (A \text{ and } B)$, and interpret the answer in terms of the model.</p> | <p>Mathematics II SE: 483-490 TE: 483A-490B</p> |
| <p>HSS-CP.B.8(+) Apply the general Multiplication Rule in a uniform probability model, $(A \text{ and } B) = (A)(B A) = P(B)P(A B)$, and interpret the answer in terms of the model.</p> | <p>Mathematics II SE: 483-490 TE: 483A-490B</p> |

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| HSS-CP.B.9 Use permutations and combinations to compute probabilities of compound events and solve problems. | Mathematics II SE: 499-505 TE: 499A-505B |
| HSS-MD Using Probability to Make Decisions | |
| HSS-MD.A Calculate expected values and use them to solve problems | |
| HSS-MD.A.1(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions. | Mathematics II SE: 506-513 TE: 506A-513B |
| HSS-MD.A.2(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution. | Mathematics II SE: 514-520 TE: 514A-520B |
| HSS-MD.A.3(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. Example: For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes. | Mathematics II SE: 506-513, 514-520 TE: 506A-513B, 514A-520B |
| HSS-MD.A.4(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. Example: For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households? | Mathematics II SE: 506-513, 514-520 TE: 506A-513B, 514A-520B |

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| HSS-MD.B Use probability to evaluate outcomes of decisions | |
| HSS-MD.B.5(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. | <p>Mathematics II SE: 514-520, 521-527 TE: 514A-520B, 521A-527B</p> <p>Mathematics III SE: 440-446 TE: 440A-446B</p> |
| HSS-MD.B.5a Find the expected payoff for a game of chance. Example: For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant. | <p>Mathematics II SE: 514-520, 521-527 TE: 514A-520B, 521A-527B</p> <p>Mathematics III SE: 440-446 TE: 440A-446B</p> |
| HSS-MD.B.5b Evaluate and compare strategies on the basis of expected values. Example: For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident. | <p>Mathematics II SE: 514-520, 521-527 TE: 514A-520B, 521A-527B</p> <p>Mathematics III SE: 440-446 TE: 440A-446B</p> |
| HSS-MD.B.6(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). | <p>Mathematics II SE: 521-527 TE: 521A-527B</p> <p>Mathematics III SE: 440-446 TE: 440A-446B</p> |
| HSS-MD.B.7(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). | <p>Mathematics II SE: 521-527 TE: 521A-527B</p> <p>Mathematics III SE: 431-438, 440-446 TE: 431A-438B, 440A-446B</p> |

Mathematical Practices and Processes

Problem Solving

Make sense of problems and persevere in solving them.

Proficient math thinkers are able to read through a problem situation and can put together a workable solution path to solve the problem posed. They analyze the information provided and identify constraints and dependencies. They identify multiple entries to a problem solution and will choose an efficient and effective entry point.

Consider these questions to help you make sense of problems.

- What am I asked to find?
- What are the quantities and variables? The dependencies and the constraints? How do they relate?
- What are some possible strategies to solve the problem?

Attend to precision.

Proficient math thinkers communicate clearly and precisely the approach they are using. They identify the meaning of symbols that they use and always remember to specify units of measure and to label accurately graphical models. They use mathematical terms precisely and express their answers with the appropriate degree of accuracy.

Consider these questions to help you attend to precision.

- Have I stated the meaning of the variables and symbols I am using?
- Have I specified the units of measure I am using?
- Have I calculate accurately?

Reasoning and Communicating

Reason abstractly and quantitatively.

Proficient math thinkers make sense of quantities in problem situations. They represent a problem situation using symbols or equations and explain what the symbols or equation represent in relationship to a problem situation. As they model a situation symbolically or mathematically, they explain the meaning of the quantities.

Consider these questions to help you reason abstractly and quantitatively.

- How can I represent the problem using equations or formulas?
- What do the numbers, variables, and symbols in the equation or formula represent?

Construct viable arguments and critique the reasoning of others.

Proficient math thinkers and problem solvers communicate their problem solutions clearly and convincingly. They construct sound mathematical arguments and develop and defend conjectures to explain mathematical situations. They make use of examples and counterexamples to support their arguments and justify their conclusions. When asked, they respond clearly and logically to the positions and conclusions of others, and compare two arguments, identifying any flaws in logic or reasoning that the arguments may contain. They ask questions to clarify or improve the position of a classmate.

Consider these questions to help you construct mathematical arguments.

- What assumptions can I make when constructing an argument?
- What conjectures can I make about the solution to the problem?
- What arguments can I present to defend my conjectures?

Representing and Connecting

Model with mathematics.

Proficient math thinkers use mathematics to represent a problem situation and make connections between a real-world problem situation and mathematics. They see the applicability of mathematics to solve every-day problems and explain how geometry can be used to solve a carpentry problem or algebra to solve a proportional relationship problem. They define and map relationships among quantities in a problem, using appropriate tools. They analyze the relationships and draw conclusions about the solutions.

Consider these questions to help you model with mathematics.

- What representations can I use to show the relationship among quantities or variables?
- What assumptions can I make about the problem situation to simplify the problem?

Use appropriate tools strategically.

Proficient math thinkers strategize about which tools are more helpful to solve a problem situation. They consider all tools, from paper and pencil to protractors and rulers, to calculators and software applications. They articulate the appropriateness of different tools and recognize which would best serve the needs for a given problem. They are especially insightful about technological tools and use them in ways that deepen or extend their understanding of concepts. They also make use of mental tools, such as estimation, to determine the appropriateness of a solution.

Consider these questions to help you use appropriate tools.

- What tool can I use to help me solve the problem?
- How can technology help me solve the problem?

Seeing Patterns and Generalizing

Look for and make use of patterns.

Proficient math thinkers see mathematical patterns in the problems they are solving and generalize mathematics principles from these patterns. They see complicated expressions or equations as single objects composed of many parts.

Consider these questions to help you see structure.

- Can I see a pattern in the problem or solution strategy?
- How can I use the pattern I see to help me solve the problem?

Look for generalizations.

Proficient math thinkers notice when calculations are repeated and can uncover both general methods and shortcuts for solving similar problems.

Consider these questions to help you look for regularity in repeated reasoning.

- Do I notice any repeated calculations or steps?
- Are there general methods that I can use to solve the problem?
- What can I generalize from one problem to another?
- How reasonable are the results that I am getting?

Key Concepts in Integrated Mathematics I

Proficiency with key concepts and skills of Integrated Mathematics I is often cited as a requisite for college- and career- readiness. These foundational concepts of algebraic and geometric thinking provide the gateway to advanced mathematics.

Listed below are the key concepts that you will be studying in **enVision Integrated Mathematics I**.

Solving Equations and Inequalities

- Equations and inequalities in two or more variables represent relationships between quantities. They can be used to model real-world situations.
- Rearranging an equation, using the same reasoning as in solving equations, reveals key information about a quantity of interest.
- Each step in solving an equation can be explained and justified mathematically.
- Properties of real numbers and equality hold for all types of equations. These properties, along with properties of inequality, can be applied to solve any equation or inequality.
- Equations and inequalities in two or more variables can represent constraints of the context they represent.
- A system of equations can have no solutions, one solution, or infinitely many solutions.
- A system of inequalities has infinitely many solutions.
- The solutions to equations and inequalities in two or more variables can be graphed in a coordinate plane.
- The solutions to equations and inequalities in two or more variables can be interpreted as viable or non-viable in relationship to the context represented.
- The graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.
- The graph of the solution to a linear inequality in two variables is a half-plane on a coordinate plane.
- The graph of the solution to a system of linear inequalities in two variables is the intersection of the corresponding half-planes.
- A system of linear equations can be solved by graphing the system or through algebraic manipulation.
- Linear equations can be solved algebraically through substitution or elimination.

A Study of Functions

- A function describes a relationship between two quantities. A function consists of inputs, called the domain, and outputs, called the range.
- A function can be written using function notation.
- A function can be rewritten in different forms. Each form reveals different information about the context it models.
- A function can be evaluated for inputs in its domain.
- A function can be represented in different ways: algebraically, in a graph, in a table, or by a verbal description.
- A function has parameters that can be interpreted in terms of the context it models.
- The domain and range of a function may be restricted based on the contextual situation.
- Key features of the graph of a function reveal information about the relationship between the two quantities that the function models.
- A table of values of a function has key features that reveal information about the relationship between the two quantities that the function models.
- The properties of two (or more) functions of the same type can be compared even when the functions are represented in different ways (algebraically, graphically, numerically in tables, or by verbal descriptions).

Linear Functions and Equations

- A linear function represents a situation in which one quantity changes at a constant rate per unit interval relative to another quantity.
- A linear function grows by equal differences over equal intervals.
- The graph of a linear function is a straight line that can show x - and y -intercepts.
- An arithmetic sequence is a type of linear function. It can be defined recursively or explicitly. It can be used to model a real-world situation.
- The domain of an arithmetic sequence is a subset of the integers.
- In a linear function, the slope represents the rate of change and the y -intercept represents a constant term. These parameters have meaning in the context of a situation or data set.
- Linear equations or functions can be used to represent and solve real-world and mathematical problems.
- A correlation coefficient represents the goodness of fit of a data set to a linear model.

Key Concepts in Integrated Mathematics I

Exponential Functions and Equations

- An exponential function grows by equal factors over equal intervals.
- An exponential function represents a situation in which a quantity grows or decays by a constant rate per unit interval relative to another.
- A geometric sequence is a type of exponential function. It can be defined recursively or explicitly. It can be used to model a real-world situation.
- The domain of a geometric sequence is a subset of the integers.
- The graph of an exponential function shows x - and y -intercepts, when appropriate, and end behavior.
- A quantity that increases exponentially eventually exceeds a quantity increasing linearly or quadratically.
- The parameters of an exponential function reveal important information about the context that the function represents.
- The properties of exponents can be used to interpret expressions for exponential functions.
- The properties of exponents can be used to transform expressions for exponential functions.

Foundations of Geometry

- The foundation of geometry is based on undefined notions of point, line, plane, distance along a line, and distance around a circular arc.
- Postulates and axioms are assumed to be true; whereas theorems and corollaries need to be proven.
- Theorems and corollaries about lines, angles, and figures can be proven using postulates, axioms, definitions, and other theorems.
- Two lines with the same slope are parallel while two lines whose slopes are opposite reciprocals are perpendicular.
- The coordinates of a polygon in a coordinate grid can be used to compute perimeters of polygons and areas of triangles and rectangles.
- Some geometric theorems can be proven algebraically by using coordinates of figures in a coordinate plane.
- Inductive reasoning is a tool to develop conjectures.
- Deductive reasoning is a way to formally construct a valid argument.
- Using laws of logic aids in the process of determining the validity of a statement.

Angle Relationships

- If the measure of one angle formed when a pair of parallel lines is cut by a transversal is known, then the measures of the other angles can be determined.
- Special angle pair measurements can be used to prove that two lines are parallel.

Congruence

- Transformations in the plane take points in the plane as inputs and give other points as outputs.
- Some transformations, such as translations, reflections, and rotations preserve distance and angle.
- A series of transformations can carry a given figure onto another.
- The definition of congruence in terms of rigid motions can be used to determine whether two figures are congruent.
- Two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
- The criteria for triangle congruence – Angle-Side-Angle, Side-Angle-Side, and Side-Side-Side – follow from the definition of congruence in terms of rigid motions.
- Congruence criteria for triangles can be used to solve problems and to prove relationships in geometric figures.

Statistics

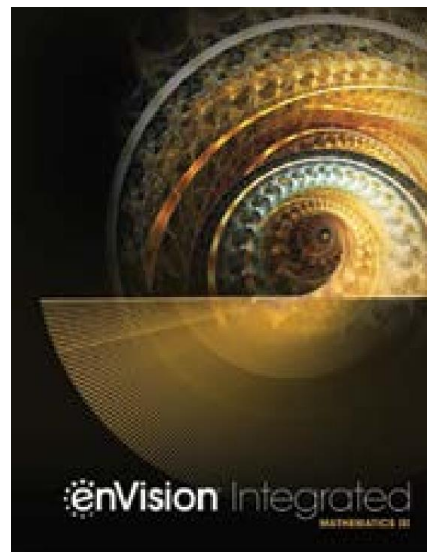
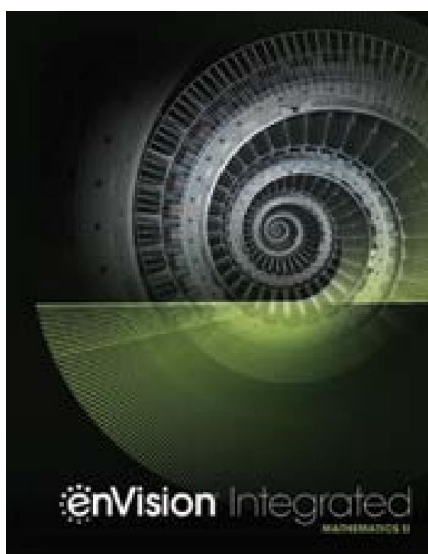
- Data can be represented using a variety of displays. Some data can be plotted on the real number line to create dot plots, histograms, and box plots.
- The shape of the data distribution reveals key information about the center and spread of the data set. It can also reveal extreme outliers in the data set.
- Comparing the shapes of the data distribution for two different data sets reveals important information about the data sets.
- Two-way frequency tables can be used to summarize categorical data for two categories.
- The relative frequencies – joint, marginal, and conditional relative frequencies – of a data set can be interpreted to reveal possible associations or trends in the data.
- Data on two quantitative variables can be represented in a scatter plot. The scatter plot can show how the variables are related.
- A function can be fit to a data set. The function fitted to a data set can be used to solve problems in the context of the data. The function is often linear or exponential.
- The context of a data set may suggest the type of function that fits the data.
- The fit of a function to a data set can be informally assessed by plotting and analyzing residuals.
- Correlation suggests that the behavior of one variable is linked to the behavior of a second variable. Causation indicates that the behavior of one variable is caused by the behavior of a second variable.

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Introduction

enVision® Integrated Mathematics ©2019 is part of the nationally recognized Grades K-12 series, created for print, digital, and blended instruction. Problem-Based Learning connects with Visual Learning to deep conceptual understanding. Interactive multimedia experiences engage learners in student choice and solving rich problems. Extensive customization and differentiation options empower every teacher and student.

UNDERSTANDING

A simple lesson design provides a clear, intentional pathway. Starting on a firm foundation of conceptual understanding, students can connect and apply math ideas in amazing ways. High-interest math projects invite all students to be active participants.

A simple lesson design provides a clear, intentional pathway.

STEP 1 Problem-Based Learning

STEP 2 Visual Learning

STEP 3 Assess and Differentiate

ASSESSMENT

The enVision Assessment Suite offers options to move students toward mastery of state standards while driving instructional differentiation.

DIAGNOSTIC Assessment

Reading Test, Diagnostic Test (Math Diagnosis and Intervention System), Review What You Know

FORMATIVE Assessment

SCOUT Observational Assessment used during Solve & Share, Do You Understand? And Convince Me! Guide Practice, Quick Check

SUMMATIVE Assessment

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| SAT Heart of Algebra Domain | |
| Heart of Algebra: Linear Equations and Functions | |
| Linear equations in one variable | |
| 1. Create and use linear equations in one variable to solve problems in a variety of contexts. | Mathematics I SE: 5-11, 12-17, 44-47 TE: 11A-11B, 17A-17B, 44-47 |
| 2. Create a linear equation in one variable, and when in context interpret solutions in terms of the context. | Mathematics I SE: 5-11, 12-17, 44-47 TE: 11A-11B, 17A-17B, 44-47 |
| 3. Solve a linear equation in one variable, making strategic use of algebraic structure. | Mathematics I SE: 5-11, 12-17, 44-47 TE: 11A-11B, 17A-17B, 44-47 |
| 4. For a linear equation in one variable | |
| a. interpret a constant, variable, factor, or term in a context; | Mathematics I SE: 5-11, 12-17, 18-23, 44-47 TE: 11A-11B, 17A-17B, 23A-23B, 44-47 |
| b. determine the conditions under which the equation has no solution, a unique solution, or infinitely many solutions | Mathematics I SE: 13-15, 44-47 TE: 17A-17B, 44-47 |
| 5. Fluently solve a linear equation in one variable. | Mathematics I SE: 5-11, 12-17, 44-47 TE: 11A-11B, 17A-17B, 44-47 |
| Linear functions Algebraically, a linear function can be defined by a linear expression in one variable or by a linear equation in two variables. In the first case, the variable is the input and the value of the expression is the output. In the second case, one of the variables is designated as the input and determines a unique value of the other variable, which is the output. | |
| 1. Create and use linear functions to solve problems in a variety of contexts. | Mathematics I SE: 83-88, 89-95, 129-133 TE: 88A-88B, 95A-95B, 129-133 Teachers also have the opportunity to address this content dimension through the following pages: Mathematics II SE: 132-138, 139-141 TE: 138A-138B, 139-141 Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293 |

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| <p>2. Create a linear function to model a relationship between two quantities.</p> | <p>Mathematics I SE: 83-88, 89-95, 129-133 TE: 88A-88B, 95A-95B, 129-133</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics II SE: 132-138, 139-141 TE: 138A-138B, 139-141</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p> |
| <p>3. For a linear function that represents a context,</p> | |
| <p>a. interpret the meaning of an input/output pair, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage;</p> | <p>Mathematics I SE: 83-88, 89-95, 129-133 TE: 88A-88B, 95A-95B, 129-133</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p> |
| <p>b. given an input value, find and/or interpret the output value using the given representation;</p> | <p>Mathematics I SE: 83-88, 89-95, 129-133 TE: 88A-88B, 95A-95B, 129-133</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p> |
| <p>c. given an output value, find and/or interpret the input value using the given representation, if it exists.</p> | <p>Mathematics I SE: 83-88, 89-95, 129-133 TE: 88A-88B, 95A-95B, 129-133</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p> |

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| 4. Make connections between verbal, tabular, algebraic, and graphical representations of a linear function by | |
| a. deriving one representation from the other; | <p>Mathematics I SE: 83-88, 89-95, 129-133 TE: 88A-88B, 95A-95B, 129-133</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p> |
| b. identifying features of one representation given another representation; | <p>Mathematics I SE: 83-88, 89-95, 129-133 TE: 88A-88B, 95A-95B, 129-133</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p> |
| c. determining how a graph is affected by a change to its equation | <p>Mathematics I SE: 89-95, 129-133 TE: 95A-95B, 129-133</p> |
| 5. Write the rule for a linear function given two input/output pairs or one input/output pair and the rate of change. | <p>Mathematics I SE: 83-88, 89-95, 129-133 TE: 88A-88B, 95A-95B, 129-133</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p> |

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| <p>Linear equations in two variables A linear equation in two variables can be used to represent a constraint or condition on two-variable quantities in situations where neither of the variables is regarded as an input or an output. A linear equation can also be used to represent a straight line in the coordinate plane.</p> | |
| 1. Create and use a linear equation in two variables to solve problems in a variety of contexts. | <p>Mathematics I SE: 51-56, 57-62, 63-67, 77-79 TE: 56A-56B, 62A-62B, 68A-68B, 77-79</p> |
| 2. Create a linear equation in two variables to model a constraint or condition on two quantities. | <p>Mathematics I SE: 51-56, 57-62, 63-67, 77-79 TE: 56A-56B, 62A-62B, 68A-68B, 77-79</p> |
| <p>3. For a linear equation in two variables that represents a context,</p> | |
| a. interpret a solution, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage; | <p>Mathematics I SE: 51-56, 57-62, 63-68, 77-79 TE: 56A-56B, 62A-62B, 68A-68B, 77-79</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p> |
| b. given a value of one quantity in the relationship, find a value of the other, if it exists. | <p>Mathematics I SE: 51-56, 57-62, 63-68, 77-79 TE: 56A-56B, 62A-62B, 68A-68B, 77-79</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p> |
| <p>4. Make connections between tabular, algebraic, and graphical representations of a linear equation in two variables by</p> | |
| a. deriving one representation from the other; | <p>Mathematics I SE: 51-56, 57-62, 63-68, 77-79, 89-95, 96-102, 129-133 TE: 56A-56B, 62A-62B, 68A-68B, 77-79, 95A-95B, 102A-102B, 96-102</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p> |

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| <p>b. identifying features of one representation given the other representation;</p> | <p>Mathematics I SE: 51-56, 57-62, 63-68, 77-79, 89-95, 96-102, 129-133 TE: 56A-56B, 62A-62B, 68A-68B, 77-79, 95A-95B, 102A-102B, 96-102</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p> |
| <p>c. determining how a graph is affected by a change to its equation</p> | <p>Mathematics I SE: 51-56, 57-62, 63-68, 77-79, 89-95, 96-102, 129-133 TE: 56A-56B, 62A-62B, 68A-68B, 77-79, 95A-95B, 102A-102B, 96-102</p> |
| <p>5. Write an equation for a line given two points on the line, one point and the slope of the line, or one point and a parallel or perpendicular line.</p> | <p>Mathematics I SE: 51-56, 57-62, 63-68, 70-76, 77-79 TE: 56A-56B, 62A-62B, 68A-68B, 76A-76B, 77-79</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 466-472, 504-507 TE: 472A-472B, 504-507</p> |
| <p>Systems of two linear equations in two variables</p> | |
| <p>1. Create and use a system of two linear equations in two variables to solve problems in a variety of contexts.</p> | <p>Mathematics I SE: 137-143, 144-150, 151-157, 171-173 TE: 143A-143B, 150A-150B, 157A-157B, 171-173</p> <p>Mathematics III SE: 47-52, 54-57 TE: 52A-52B, 54-57</p> |
| <p>2. Create a system of linear equations in two variables, and when in context interpret solutions in terms of the context.</p> | <p>Mathematics I SE: 137-143, 144-150, 151-157, 171-173 TE: 143A-143B, 150A-150B, 157A-157B, 171-173</p> <p>Mathematics III SE: 47-52, 54-57 TE: 52A-52B, 54-57</p> |

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| <p>3. Make connections between tabular, algebraic, and graphical representations of the system by deriving one representation from the other.</p> | <p>Mathematics I SE: 137-143, 144-150, 151-157, 171-173 TE: 143A-143B, 150A-150B, 157A-157B, 171-173</p> <p>Mathematics III SE: 47-52, 54-57 TE: 52A-52B, 54-57</p> |
| <p>4. Solve a system of two linear equations in two variables, making strategic use of algebraic structure.</p> | <p>Mathematics I SE: 137-143, 144-150, 151-157, 171-173 TE: 143A-143B, 150A-150B, 157A-157B, 171-173</p> <p>Mathematics III SE: 47-52, 54-57 TE: 52A-52B, 54-57</p> |
| <p>5, For a system of linear equations in two variables,</p> | |
| <p>a. interpret a solution, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage;</p> | <p>Mathematics I SE: 137-143, 144-150, 151-157, 171-173 TE: 143A-143B, 150A-150B, 157A-157B, 171-173</p> <p>Mathematics III SE: 47-52, 54-57 TE: 52A-52B, 54-57</p> |
| <p>b. determine the conditions under which the system has no solution, a unique solution, or infinitely many solutions.</p> | <p>Mathematics I SE: 137-143, 144-150, 151-157, 171-173 TE: 143A-143B, 150A-150B, 157A-157B, 171-173</p> <p>Mathematics III SE: 47-52, 54-57 TE: 52A-52B, 54-57</p> |
| <p>6. Fluently solve a system of linear equations in two variables.</p> | <p>Mathematics I SE: 137-143, 144-150, 151-157, 171-173 TE: 143A-143B, 150A-150B, 157A-157B, 171-173</p> <p>Mathematics III SE: 47-52, 54-57 TE: 52A-52B, 54-57</p> |

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| <p>Linear inequalities in one or two variables</p> | |
| <p>1. Create and use linear inequalities in one or two variables to solve problems in a variety of contexts.</p> | <p>Mathematics I SE: 24-29, 31-36, 39-43, 45-47, 158-163, 171-173 TE: 29A-29B, 36A-36B, 43A-43B, 45-47, 163A-163B, 171-173</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 40-46, 54-57 TE: 46A-46B, 54-57</p> |
| <p>2. Create linear inequalities in one or two variables, and when in context interpret the solutions in terms of the context.</p> | <p>Mathematics I SE: 24-29, 31-36, 39-43, 45-47, 158-163, 171-173 TE: 29A-29B, 36A-36B, 43A-43B, 45-47, 163A-163B, 171-173</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 40-46, 54-57 TE: 46A-46B, 54-57</p> |
| <p>3. For linear inequalities in one or two variables, interpret a constant, variable, factor, or term, including situations where seeing structure provides an advantage.</p> | <p>Mathematics I SE: 24-29, 31-36, 39-43, 45-47, 158-163, 171-173 TE: 29A-29B, 36A-36B, 43A-43B, 45-47, 163A-163B, 171-173</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 40-46, 54-57 TE: 46A-46B, 54-57</p> |
| <p>4. Make connections between tabular, algebraic, and graphical representations of linear inequalities in one or two variables by deriving one from the other.</p> | <p>Mathematics I SE: 24-29, 31-36, 39-43, 45-47, 158-163, 171-173 TE: 29A-29B, 36A-36B, 43A-43B, 45-47, 163A-163B, 171-173</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 40-46, 54-57 TE: 46A-46B, 54-57</p> |

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| 5. Given a linear inequality or system of linear inequalities, interpret a point in the solution set. | <p>Mathematics I SE: 165-170, 171-173 TE: 170A-170B</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 40-46, 54-57 TE: 46A-46B, 54-57</p> |
| SAT Problem Solving and Data Analysis Domain | |
| Problem Solving and Data Analysis: Proportional Relationships, Percentages, Complex Measurements, and Data Interpretation and Synthesis | |
| Ratios, rates, proportional relationships, and units | |
| Items will require students to solve problems by using a proportional relationship between quantities, calculating or using a ratio or rate, and/or using units, derived units, and unit conversion. | |
| 1. Apply proportional relationships, ratios, rates, and units in a wide variety of contexts. Examples include but are not limited to scale drawings and problems in the natural and social sciences. | <p>Mathematics I SE: 186-190, 191-198, 213-214, 461-466, 468-471 TE: 190A-190B, 198A-198B, 213-214, 466A-466B, 468-471</p> <p>Mathematics II SE: 37-38, 39-40, 41-43, 413-421, 429-435, 436-443, 445-451, 461-467, 468-470, 471-473, 477-482, 529-531 TE: 40A-40B, 41-43, 421A-421B, 435A-435B, 443A-443B, 451A-451B, 467A-467B, 470A-470B, 471-473, 482A-482B, 529-531</p> <p>Mathematics III SE: 297-304, 305-315, 348-351 TE: 304A-304B, 315A-315B, 348-351</p> |
| 2. Solve problems involving | |
| a. derived units, including those that arise from products (e.g., kilowatt-hours) and quotients (e.g., population per square kilometer); | <p>Mathematics III SE: 305-315, 348-351 TE: 315A-315B, 348-351</p> |
| b. unit conversion, including currency exchange and conversion between different measurement systems. | <p>Mathematics III SE: 305-315, 348-351 TE: 315A-315B, 348-351</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics I SE: 20, 23 TE: 23A-23B</p> |

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| <p>3. Understand and use the fact that when two quantities are in a proportional relationship, if one changes by a scale factor, then the other also changes by the same scale factor.</p> | <p>Mathematics II SE: 413-421, 445-451, 471-473 TE: 421A-421B, 451A-451B, 471-473</p> |
| <p>Percentages</p> | |
| <p>1. Use percentages to solve problems in a variety of contexts. Examples include, but are not limited to, discounts, interest, taxes, tips, and percent increases and decreases for many different quantities.</p> | <p>Mathematics I SE: 192-194, 196-198, 213-215, 461-466, 468-471 TE: 198A-198B, 213-215, 466A-466B, 468-471</p> <p>Mathematics II SE: 18-25, 41-43, 477-482, 529-531 TE: 25A25B, 482A-482B</p> <p>Mathematics III SE: 235-242, 289-293 TE: 242A-242B, 289-293</p> |
| <p>2. Understand and use the relationship between percent change and growth factor (5% and 1.05, for example); include percentages greater than or equal to 100%.</p> | <p>Mathematics I SE: 174-175, 176, 191-194, 196-198 TE: 174A-175, 176, 191A- 194, 196-198B</p> |
| <p>One-variable data: distributions and measures of center and spread</p> | |
| <p>1. Choose an appropriate graphical representation for a given data set.</p> | <p>Mathematics I SE: 431-437, 438-445, 446-452, 453-460, 468-471 TE: 437A-437B, 445A-445B, 452A-452B, 460A-460B, 468-471</p> <p>Mathematics II SE: 477-482, 529-531 TE: 482A-482B, 529-531</p> |
| <p>2. Interpret information from a given representation of data in context.</p> | <p>Mathematics I SE: 431-437, 438-445, 446-452, 453-460, 468-471 TE: 437A-437B, 445A-445B, 452A-452B, 460A-460B, 468-471</p> <p>Mathematics II SE: 477-482, 529-531 TE: 482A-482B, 529-531</p> <p>Mathematics III SE: 393-399, 407-414, 415-422, 423-430, 447-451 TE: 399A-399B, 414A-414B, 422A-422B, 430A-430B, 447-451</p> |

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| <p>3. Analyze and interpret numerical data distributions represented with frequency tables, histograms, dot plots, and boxplots.</p> | <p>Mathematics I SE: 431-437, 438-445, 446-452, 453-460, 468-471 TE: 437A-437B, 445A-445B, 452A-452B, 460A-460B, 468-471</p> <p>Mathematics II SE: 477-482, 529-531 TE: 482A-482B, 529-531</p> <p>Mathematics III SE: 393-399, 407-414, 415-422, 423-430, 447-451 TE: 399A-399B, 414A-414B, 422A-422B, 430A-430B, 447-451</p> |
| <p>4. For quantitative variables, calculate, compare, and interpret mean, median, and range. Interpret (but don't calculate) standard deviation.</p> | <p>Mathematics I SE: 446-452, 453-460, 468-471 TE: 452A-452B, 460A-460B, 468-471</p> <p>Mathematics III SE: 407-414, 415-422, 447-451 TE: 414A-414B, 422A-422B, 447-451</p> |
| <p>5. Compare distributions using measures of center and spread, including distributions with different means and the same standard deviations and ones with the same mean and different standard deviations.</p> | <p>Mathematics I SE: 446-452, 453-460, 468-471 TE: 452A-452B, 460A-460B, 468-471</p> <p>Mathematics III SE: 407-414, 415-422, 447-451 TE: 414A-414B, 422A-422B, 447-451</p> |
| <p>6. Understand and describe the effect of outliers on mean and median.</p> | <p>Mathematics I SE: 438-445, 468-471 TE: 445A-445B, 468-471</p> <p>Mathematics III SE: 415-422, 447-451 TE: 422A-422B, 447-451</p> |
| <p>7. Given an appropriate data set, calculate the mean.</p> | <p>Mathematics I SE: 438-445, 446-452, 468-471 TE: 445A-445B, 452A-452B, 468-471</p> <p>Mathematics III SE: 407-414, 423-430, 447-451 TE: 414A-414B, 430A-430B, 447-451</p> |

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| <p>Two-variable data: models and scatterplots</p> | |
| <p>1. Using a model that fits the data in a scatterplot, compare values predicted by the model to values given in the data set</p> | <p>Mathematics I SE: 112-119, 129-133 TE: 119A-119B, 129-133</p> |
| <p>2. Interpret the slope and intercepts of the line of best fit in context.</p> | <p>Mathematics I SE: 112-119, 120-128, 129-133 TE: 119A-119B, 128A-128B, 129-133</p> <p>Mathematics III SE: 243-245, 289-293 TE: 243-245, 289-293</p> |
| <p>3. Given a relationship between two quantities, read and interpret graphs and tables modeling the relationship.</p> | <p>Mathematics I SE: 112-119, 120-128, 129-133 TE: 119A-119B, 128A-128B, 129-133</p> <p>Mathematics II SE: 126-130, 132-138, 139-141 TE: 130A-130B, 138A-138B, 139-141</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 243-245, 289-293 TE: 243-245, 289-293</p> |
| <p>4. Analyze and interpret data represented in a scatterplot or line graph; fit linear, quadratic, and exponential models.</p> | <p>Mathematics I SE: 89-95, 112-119, 120-128, 129-133, 181-190, 191-198, 213-215 TE: 95A-95B, 119A-119B, 128A-128B, 129-133, 190A-190B, 198A-198B, 213-215</p> <p>Mathematics II SE: 132-138, 139-141 TE: 138A-138B, 139-141</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p> |

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|---|---|
| <p>5. Select a graph that represents a context, identify a value on a graph, or interpret information on the graph.</p> | <p>Mathematics I SE: 89-95, 112-119, 120-128, 129-133, 181-190, 191-198, 213-215 TE: 95A-95B, 119A-119B, 128A-128B, 129-133, 190A-190B, 198A-198B, 213-215</p> <p>Mathematics II SE: 132-138, 139-141 TE: 138A-138B, 139-141</p> <p>Mathematics III SE: 247-253, 289-293, 407-414, 415-422, 447-451 TE: 253A-253B, 414A-414B, 422A-422B, 447-451</p> |
| <p>6. For a given function type (linear, quadratic, exponential), choose the function of that type that best fits given data.</p> | <p>Mathematics I SE: 89-95, 112-119, 120-128, 129-133, 181-190, 191-198, 213-215 TE: 95A-95B, 119A-119B, 128A-128B, 129-133, 190A-190B, 198A-198B, 213-215</p> <p>Mathematics II SE: 132-138, 139-141 TE: 138A-138B, 139-141</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p> |
| <p>7. Compare linear and exponential growth.</p> | <p>Mathematics I SE: 181-190, 191-198, 213-215 TE: 190A-190B, 198A-198B, 213-215</p> <p>Mathematics II SE: 132-138, 139-141 TE: 138A-138B, 139-141</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p> |
| <p>8. Estimate the line of best fit for a given scatterplot; use the line to make predictions.</p> | <p>Mathematics I SE: 120-128, 129-133 TE: 128A-128B</p> <p>Teachers also have the opportunity to address this content dimension through the following pages: Mathematics III SE: 243-245, 289-293 TE: 243-245, 289-293</p> |

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| Probability and conditional probability Use one- and two-way tables, tree diagrams, area models, and other representations to find relative frequency, probabilities, and conditional probabilities. | |
| 1. Compute and interpret probability and conditional probability in simple contexts. | Mathematics II SE: 483-490, 491-497, 528-531 TE: 490A-490B, 497A-497B, 528-531 |
| 2. Understand formulas for probability and conditional probability in terms of frequency. | Mathematics II SE: 483-490, 491-497, 528-531 TE: 490A-490B, 497A-497B, 528-531 |
| Inference from sample statistics and margin of error | |
| 1. Use sample mean and sample proportion to estimate population mean and population proportion. Utilize, but do not calculate, margin of error. | Mathematics III SE: 423-430, 447-451 TE: 430A-430B, 447-451 |
| 2. Interpret margin of error; understand that a larger sample size generally leads to a smaller margin of error. | Mathematics III SE: 423-430, 447-451 TE: 430A-430B, 447-451 |
| Evaluating statistical claims: observational studies and experiments | |
| 1. With random samples, describe which population the results can be extended to. | Mathematics I SE: 431-432, 438-439, 446-448, 461 TE: 446B, 453B, 466B Mathematics III SE: 400-406, 430-438 TE: 400A-406B, 430A-438B Teachers also have the opportunity to address this content dimension through the following pages: Mathematics II SE: 506-513, 514-520, 521-527, 528-531 TE: 513A-513B, 520A-520B, 527A-527B, 528-531 |
| 2. Given a description of a study with or without random assignment, determine whether there is evidence for a causal relationship. | Mathematics I SE: 125, 127 TE: 120A-B, 125, 127 Teachers also have the opportunity to address this content dimension through the following pages: Mathematics II SE: 506-513, 514-520, 521-527, 528-531 TE: 513A-513B, 520A-520B, 527A-527B, 528-531 Mathematics III SE: 401-405, 447-451 TE: 405A-405B, 447-451 |

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|---|---|
| <p>3. Understand why random assignment provides evidence for a causal relationship.</p> | <p>Mathematics I SE: 431-432, 438-439, 446-448, 461 TE: 446B, 453B, 466B</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics II SE: 506-513, 514-520, 521-527, 528-531 TE: 513A-513B, 520A-520B, 527A-527B, 528-531</p> <p>Mathematics III SE: 401-405, 447-451 TE: 405A-405B, 447-451</p> |
| <p>4. Understand why a result can be extended only to the population from which the sample was selected.</p> | <p>Mathematics I SE: 431-432, 438-439, 446-448, 461 TE: 446B, 453B, 466B</p> <p>Mathematics III SE: 400-406, 430-438 TE: 400A-406B, 430A-438B</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics II SE: 506-513, 514-520, 521-527, 528-531 TE: 513A-513B, 520A-520B, 527A-527B, 528-531</p> |
| <p>SAT Passport to Advanced Math Domain</p> | |
| <p>Passport to Advanced Math: Analyzing Advanced Expressions</p> | |
| <p>Equivalent expressions</p> | |
| <p>1. Make strategic use of algebraic structure and the properties of operations to identify and create equivalent expressions, including</p> | <p>Mathematics I SE: 151-157, 171-173 TE: 157A-157B, 171-173</p> <p>Mathematics II SE: 18-25, 41-43, 151-157, 158-163, 177-179, 191-197, 223-225 TE: 25A-25B, 41-43, 157A-157B, 163A-163B, 177-179, 197A-197B, 223-225</p> <p>Mathematics III SE: 131-139, 140-146, 163-165, 177-184, 220-223 TE: 139A-139B, 146A-146B, 163-165, 184A-184B, 220-225</p> |

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| <p align="center">Content and Skills Measured by the SAT Math Test Content Dimensions</p> | <p align="center">enVision Integrated Mathematics ©2019</p> |
|--|--|
| <p>a. rewriting simple rational expressions;</p> | <p>Mathematics III SE: 131-139, 140-146, 163-165, 177-184, 220-223 TE: 139A-139B, 146A-146B, 163-165, 184A-184B, 220-225</p> |
| <p>b. rewriting expressions with rational exponents and radicals;</p> | <p>Mathematics II SE: 11-17, 41-43, 158-163, 177-179 TE: 17A-17B, 41-43, 163A-163B, 177-179</p> <p>Mathematics III SE: 131-139, 140-146, 163-165, 177-184, 220-223 TE: 139A-139B, 146A-146B, 163-165, 184A-184B, 220-225</p> |
| <p>c. factoring polynomials.</p> | <p>Mathematics II SE: 69-74, 75-81, 83-88, 89-94, 95-99, 151-157, 177-179 TE: 74A-74B, 81A-81B, 88A-88B, 94A—94B, 95-99, 157A-157B, 177-179</p> <p>Mathematics III SE: 76-83, 117-119 TE: 83A-83B, 117-119</p> |
| <p>2. Fluently add, subtract, and multiply polynomials.</p> | <p>Mathematics II SE: 47-54, 55-62, 63-68, 95-99 TE: 54A-54B, 62A-62B, 68A-68B, 95-99</p> <p>Mathematics III SE: 69-75, 117-119 TE: 75A-75B, 117-119</p> |

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| Content and Skills Measured by the SAT Math Test Content Dimensions | enVision Integrated Mathematics ©2019 |
|---|---|
| Nonlinear equations in one variable and systems of equations in two variables | |
| 1. Make strategic use of algebraic structure, the properties of operations, and reasoning about equality to | |
| a. solve quadratic equations in one variable presented in a wide variety of forms; determine the conditions under which a quadratic equation has no real solutions, one real solution, or two real solutions; | Mathematics II SE: 145-150, 151-157, 164-169, 177-179, 191-197, 198-204, 223-225 TE: 150A-150B, 157A-157B, 169A-169B, 177-179, 197A-197B, 204A-204B, 223-225 |
| b. solve simple rational and radical equations in one variable; | Mathematics III SE: 154-161, 163-165, 193-201, 220-223 TE: 161A-161B, 163-165, 201A-201B, 220-223 Teachers also have the opportunity to address this content dimension through the following pages: Mathematics I SE: 177-183, 213-215 TE: 183A-183B, 213-215 |
| c. identify when the procedures used to solve a simple rational or radical equation in one variable lead to an equation with solutions that do not satisfy the original equation (extraneous solutions); | Mathematics III SE: 154-161, 163-165, 193-201, 220-223 TE: 161A-161B, 163-165, 201A-201B, 220-223 |
| d. solve polynomial equations in one variable that are written in factored form; | Mathematics II SE: 220-222, 223-225 TE: 220-222, 223-225 Mathematics III SE: 92-99, 117-119 TE: 99A-99B, 117-119 |
| e. solve linear absolute value equations in one variable; | Mathematics I SE: 37-38, 41-43, 45-47 TE: 43A-43B, 45-47 Mathematics II SE: 229-235, 287-293 TE: 235A-235B, 287-293 |
| f. solve systems of linear and nonlinear equations in two variables, including relating the solutions to the graphs of the equations in the system. | Mathematics II SE: 171-175, 223-225 TE: 175A-175B, 223-225 |

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|---|---|
| <p>2. Given a nonlinear equation in one variable that represents a context, interpret a solution, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage.</p> | <p>Mathematics II SE: 145-150, 151-157, 164-169, 177-179, 191-197, 198-204, 220-222, 223-225 TE: 150A-150B, 157A-157B, 169A-169B, 177-179, 197A-197B, 204A-204B, 220-222, 223-225</p> <p>Mathematics III SE: 40-46, 54-57, 92-99, 117-119, 154-161, 163-165, 193-201, 220-223, 229-235, 287-293 TE: 46A-46B, 54-57, 99A-99B, 117-119, 161A-161B, 163-165, 201A-201B, 220-223, 235A-235B, 287-293</p> |
| <p>3. Given an equation or formula in two or more variables that represents a context, view it as an equation in a single variable of interest where the other variables are parameters and solve for the variable of interest.</p> | <p>Mathematics I SE: 18-23, 45-47 TE: 43A-43B, 45-47</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics II SE: 18-25, 41-43, 569-576, 609-611, 621-628, 630-636, 637-642, 643-645 TE: 25A-25B, 41-43, 576A-576B, 609-611, 628A-628B, 636A-636B, 642A-642B, 643-645</p> <p>Mathematics III SE: 193-201, 220-223 TE: 201A-201B, 220-223</p> |
| <p>4. Fluently solve quadratic equations in one variable, written as a quadratic expression in standard form equal to zero, where using the quadratic formula or completing the square is the most efficient method for solving the equation.</p> | <p>Mathematics II SE: 145-150, 151-157, 164-169, 177-179, 191-197, 198-204, 223-225 TE: 150A-150B, 157A-157B, 169A-169B, 177-179, 197A-197B, 204A-204B, 223-225</p> |
| <p>Nonlinear functions</p> | |
| <p>1. Create and use quadratic or exponential functions to solve problems in a variety of contexts.</p> | <p>Mathematics I SE: 184-190, 191-198, 213-215 TE: 190A-190B, 198A-198B, 213-215</p> <p>Mathematics II SE: 103-109, 110-116, 117-123, 124-130, 132-138, 139-141 TE: 109A-109B, 116A-116B, 123A-123B, 130A-130B, 138A-138B, 139-141</p> <p>Mathematics III SE: 227-234, 235-242, 247-253, 289-292 TE: 234A-234B, 242A-242B, 253A-253B, 289-292</p> |

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| 2. For a quadratic or exponential function, | |
| a. identify or create an appropriate function to model a relationship between quantities; | <p>Mathematics I SE: 184-190, 191-198, 213-215 TE: 190A-190B, 198A-198B, 213-215</p> <p>Mathematics II SE: 103-109, 110-116, 117-123, 124-130, 132-138, 139-141 TE: 109A-109B, 116A-116B, 123A-123B, 130A-130B, 138A-138B, 139-141</p> <p>Mathematics III SE: 227-234, 235-242, 247-253, 289-292 TE: 234A-234B, 242A-242B, 253A-253B, 289-292</p> |
| b. use function notation to represent and interpret input/output pairs in terms of a context and points on the graph | <p>Mathematics I SE: 184-190, 213-215 TE: 190A-190B, 213-215</p> <p>Mathematics II SE: 124-130, 139-141 TE: 130A-130B, 139-141</p> <p>Mathematics III SE: 227-234, 235-242, 247-253, 289-292 TE: 234A-234B, 242A-242B, 253A-253B, 289-292</p> |
| c. for a function that represents a context, interpret the meaning of an input/output pair, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage | <p>Mathematics I SE: SE: 184-190, 191-198, 213-215 TE: 190A-190B, 198A-198B, 213-215</p> <p>Mathematics II SE: 103-109, 110-116, 117-123, 124-130, 132-138, 139-141 TE: 109A-109B, 116A-116B, 123A-123B, 130A-130B, 138A-138B, 139-141</p> <p>Mathematics III SE: 227-234, 235-242, 247-253, 289-292 TE: 234A-234B, 242A-242B, 253A-253B, 289-292</p> |

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| <p>d. determine the most suitable form of the expression representing the output of the function to display key features of the context, including</p> | |
| <p>i. selecting the form of a quadratic that displays the initial value, the zeros, or the extreme value;</p> | <p>Mathematics II SE: 103-109, 110-116, 117-123, 124-130, 139-141 TE: 109A-109B, 116A-116B, 123A-123B, 130A-130B, 139-141</p> |
| <p>ii. selecting the form of an exponential that displays the initial value, the end-behavior (for exponential decay), or the doubling or halving time;</p> | <p>Mathematics I SE: 191-198, 213-215 TE: 198A-198B, 213-215</p> <p>Mathematics III SE: 227-234, 235-242, 289-292 TE: 234A-234B, 242A-242B, 289-292</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics II SE: 132-138, 139-141 TE: 138A-138B, 139-141</p> |
| <p>e. make connections between tabular, algebraic, and graphical representations of the function by</p> | |
| <p>i. given one representation, selecting another representation;</p> | <p>Mathematics II SE: 103-109, 110-116, 117-123, 124-130, 132-138, 139-141, 229-235, 237-242, 243-248, 281-286, 287-293 TE: 109A-109B, 116A-116B, 123A-123B, 130A-130B, 138A-138B, 139-141, 235A-235B, 242A-242B, 248A-248B, 286A-286B, 287-293</p> <p>Mathematics III SE: 227-234, 235-242, 289-292 TE: 234A-234B, 242A-242B, 289-292</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics I SE: 184-190, 191-198, 213-215 TE: 190A-190B, 198A-198B, 213-215</p> |

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| <p>ii. identifying features of one representation given another representation, including maximum and minimum values of the function;</p> | <p>Mathematics II SE: 27-33, 34-40, 41-43, 103-109, 110-116, 117-123, 139-141, 229-235, 237-242, 243-248, 256-262, 287-293 TE: 33A-33B, 40A-40B, 41-43, 109A-109B, 116A-116B, 123A-123B, 139-141, 235A-235B, 242A-242B, 248A-248B, 262A-262B, 287-293</p> <p>Mathematics III SE: 227-234, 235-242, 289-292 TE: 234A-234B, 242A-242B, 289-292</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics I SE: 184-190, 191-198, 213-215 TE: 190A-190B, 198A-198B, 213-215</p> |
| <p>iii. determining how a graph is affected by a change to its equation, including a vertical shift or scaling of the graph.</p> | <p>Mathematics I SE: 206-211, 213-215 TE: 211A-211B, 213-215</p> <p>Mathematics II SE: 27-33, 34-40, 41-43, 103-109, 110-116, 117-123, 139-141, 229-235, 249-255, 263-268, 269-274, 287-293 TE: 33A-33B, 40A-40B, 41-43, 109A-109B, 116A-116B, 123A-123B, 139-141, 235A-235B, 255A-255B, 268A-268B, 274A-274B, 286A-286B, 287-293</p> <p>Mathematics III SE: 227-234, 235-242, 289-292 TE: 234A-234B, 242A-242B, 289-292</p> |
| <p>3. For a factorable or factored polynomial or simple rational function,</p> | |
| <p>a. use function notation to represent and interpret input/output pairs in terms of a context and points on the graph;</p> | <p>Mathematics II SE: 124-130, 139-141 TE: 130A-130B, 139-141</p> <p>Mathematics III SE: 61-68, 109-116, 117-119, 123-130, 163-165 TE: 68A-68B, 116A-116B, 117-119, 130A-130B, 163-165</p> |

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| b. understand and use the fact that for the graph of $y = f(x)$, the solutions to $f(x) = 0$ correspond to x -intercepts of the graph and $f(0)$ corresponds to the y -intercept of the graph; interpret these key features in terms of a context; | <p>Mathematics III SE: 61-68, 92-99, 109-116, 117-119, 131-139, 163-165 TE: 68A-68B, 99A-99B, 116A-116B, 117-119, 139A-139B, 163-165</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics II SE: 132-138, 139-141 TE: 138A-138B, 139-141</p> |
| c. identify the graph given an algebraic representation of the function and an algebraic representation given the graph (with or without a context). | <p>Mathematics III SE: 61-68, 92-99, 109-116, 117-119, 131-139, 163-165 TE: 68A-68B, 99A-99B, 116A-116B, 117-119, 139A-139B, 163-165</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics II SE: 132-138, 139-141 TE: 138A-138B, 139-141</p> |
| SAT Additional Topics in Math Domain | |
| Additional Topics in Math | |
| Area and volume | |
| 1. Solve real-world and mathematical problems about a geometric figure or an object that can be modeled by a geometric figure using given information such as length, area, surface area, or volume. | <p>Mathematics II SE: 621-628, 630-636, 637-642, 643-645 TE: 628A-628B, 636A-636B, 642A-642B, 643-645</p> <p>Mathematics III SE: 375-378, 387-389, 473-479, 504-504, 563-570, 572-578, 579-584, 585-587 TE: 378A-378B, 387-389, 479A-479B, 504-507, 570A-570B, 578A-578B, 584A-584B, 585-587</p> |
| a. Apply knowledge that changing by a scale factor of k changes all lengths by a factor of k , changes all areas by a factor of k^2 , and changes all volumes by a factor of k^3 . | <p>Mathematics II SE: 415-421, 422-428, 471-473 TE: 421A-421B, 428A-428B, 471-473</p> |

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|---|--|
| <p>b. Demonstrate procedural fluency by selecting the correct area or volume formula and correctly calculating a specified value.</p> | <p>Mathematics II SE: 621-628, 630-636, 637-642, 643-645 TE: 628A-628B, 636A-636B, 642A-642B, 643-645</p> <p>Mathematics III SE: 563-570, 572-578, 579-584, 585-587 TE: 570A-570B, 578A-578B, 584A-584B, 585-587</p> |
| <p>Lines, angles, and triangles</p> | |
| <p>1. Use concepts and theorems relating to congruence and similarity of triangles to solve problems.</p> | <p>Mathematics I SE: 363-370, 371-379, 381-387, 388-395, 396-401, 402-407, 423-427 TE: 370A-370B, 379A-379B, 387A-387B, 395A-395B, 401A-401B, 407A-407B, 423-427</p> <p>Mathematics II SE: 319-325, 328-335, 349-353, 429-435, 436-443, 452-460, 471-473 TE: 325A-325B, 335A-335B, 349-353, 435A-435B, 443A-443B, 460A-460B, 471-473</p> |
| <p>2. Determine which statements may be required to prove certain relationships or to satisfy a given theorem.</p> | <p>Mathematics I SE: 381-387, 388-395, 396-401, 402-407, 423-427 TE: 387A-387B, 395A-395B, 401A-401B, 407A-407B, 423-427</p> <p>Mathematics II SE: 297-303, 311-318, 319-325, 328-335, 349-353, 429-435, 436-443, 452-460, 471-473 TE: 303A-303B, 318A-318B, 325A-325B, 335A-335B, 349-353, 435A-435B, 443A-443B, 460A-460B, 471-473</p> |
| <p>3. Apply knowledge that changing by a scale factor of k changes all lengths by a factor of k, but angle measures remain unchanged.</p> | <p>Mathematics II SE: 415-421, 422-428, 471-473 TE: 421A-421B, 428A-428B, 471-473</p> |
| <p>4. Know and directly apply relevant theorems such as</p> | |
| <p>a. the vertical angle theorem;</p> | <p>Mathematics I SE: 265-271, 278-281 TE: 271A-271B, 278-281</p> <p>Mathematics II SE: 297-303, 349-353 TE: 303A-303B, 349-353</p> |

**A Correlation of enVision Integrated Mathematics ©2019
To the SAT Math Test Measured Content and Skills**

| Content and Skills Measured by the SAT Math Test Content Dimensions | enVision Integrated Mathematics ©2019 |
|--|--|
| b. triangle similarity and congruence criteria; | <p>Mathematics I SE: 381-387, 388-395, 396-401, 402-407, 423-427 TE: 387A-387B, 395A-395B, 401A-401B, 407A-407B, 423-427</p> <p>Mathematics II SE: 311-318, 319-325, 328-335, 349-353, 429-435, 436-443, 452-460, 471-473 TE: 318A-318B, 325A-325B, 335A-335B, 349-353, 435A-435B, 443A-443B, 460A-460B, 471-473</p> |
| c. triangle angle sum theorem; | <p>Mathematics I SE: 299-305, 314-315 TE: 305A-305B, 314-315</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics II SE: 429-435, 471-473 TE: 435A-435B, 471-473</p> |
| d. the relationship of angles formed when a transversal cuts parallel lines. | <p>Mathematics I SE: 285-291, 314-315 TE: 291A-291B, 314-315</p> <p>Mathematics II SE: 304-310, 349-353 TE: 310A-310B, 349-353</p> |
| Right triangles and trigonometry | |
| 1. Solve problems in a variety of contexts using | |
| a. the Pythagorean theorem; | <p>Mathematics II SE: 452-460, 468-470, 471-473 TE: 460A-460B, 470A-470B, 471-473</p> <p>Mathematics III SE: 297-304, 348-351 TE: 304A-304B, 348-351</p> |
| b. right triangle trigonometry; | <p>Mathematics II SE: 461-467, 471-473 TE: 467A-467B, 471-473</p> <p>Mathematics III SE: 297-304, 348-351 TE: 304A-304B, 348-351</p> |

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| <p align="center">Content and Skills Measured by the SAT Math Test Content Dimensions</p> | <p align="center">enVision Integrated Mathematics ©2019</p> |
|--|--|
| <p>c. properties of special right triangles.</p> | <p>Mathematics II SE: 452-460, 461-467, 471-472 TE: 460A-460B, 467A-467B, 471-473</p> <p>Mathematics III SE: 297-304, 348-351 TE: 304A-304B, 348-351</p> |
| <p>2. Use similarity to calculate values of sine, cosine, and tangent.</p> | <p>Mathematics II SE: 461-467, 471-473 TE: 467A-467B, 471-473</p> <p>Mathematics III SE: 297-304, 348-351 TE: 304A-304B, 348-351</p> |
| <p>3. Understand that when given one side length and one acute angle measure in a right triangle, the remaining values can be determined.</p> | <p>Mathematics II SE: 461-467, 471-473 TE: 467A-467B, 471-473</p> <p>Mathematics III SE: 297-304, 316-322, 348-351 TE: 304A-304B, 322A-322B, 348-351</p> |
| <p>4. Solve problems using the relationship between sine and cosine of complementary angles.</p> | <p>Mathematics II SE: 461-467, 471-473 TE: 467A-467B, 471-473</p> <p>Mathematics III SE: 297-304, 316-322, 348-351 TE: 304A-304B, 322A-322B, 348-351</p> |
| <p>5. Fluently apply properties of special right triangles to determine side lengths and calculate trigonometric ratios of 30, 45, and 60 degrees.</p> | <p>Mathematics II SE: 461-467, 471-473 TE: 467A-467B, 471-473</p> <p>Mathematics III SE: 297-304, 348-351 TE: 304A-304B, 348-351</p> |

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To the SAT Math Test Measured Content and Skills**

| <p align="center">Content and Skills Measured by the SAT Math Test Content Dimensions</p> | <p align="center">enVision Integrated Mathematics ©2019</p> |
|---|---|
| <p>Circles</p> | |
| <p>1. Use definitions, properties, and theorems relating to circles and parts of circles, such as radii, diameters, tangents, angles, arcs, arc lengths, and sector areas, to solve problems.</p> | <p>Mathematics II SE: 569-576, 577-584, 594-600, 609-611 TE: 576A-576B, 584A-584B, 600A-600B, 609-611</p> <p>Mathematics III SE: 511-518, 519-526, 528-535, 536-542, 543-550, 551-553 TE: 518A-518B, 526A-526B, 535A-535B, 542A-542B, 550A-550B, 551-553</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics I SE: 415-422, 423-427 TE: 422A-422B, 423-427</p> |
| <p>2. Solve problems using</p> | |
| <p>a. radian measure;</p> | <p>Mathematics III SE: 305-315, 348-351 TE: 315A-315B, 348-351</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics II SE: 569-576, 609-611 TE: 576A-576B, 609-611</p> |
| <p>b. trigonometric ratios in the unit circle.</p> | <p>Mathematics III SE: 316-322, 348-351 TE: 322A-322B, 348-351</p> |
| <p>3. Create an equation to represent a circle in the xy-plane.</p> | <p>Mathematics II SE: 550-555, 609-611 TE: 555A-555B, 609-611</p> <p>Mathematics III SE: 491-496, 504-507 TE: 496A-496B, 504-507</p> |

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To the SAT Math Test Measured Content and Skills**

| Content and Skills Measured by the SAT Math Test Content Dimensions | enVision Integrated Mathematics ©2019 |
|---|--|
| 4. Describe how | |
| a. a change to the equation representing a circle in the xy -plane affects the graph of the circle; | <p>Mathematics II SE: 550-555, 609-611 TE: 555A-555B, 609-611</p> <p>Mathematics III SE: 491-496, 504-507 TE: 496A-496B, 504-507</p> |
| b. a change in the graph of the circle affects the equation of the circle. | <p>Mathematics II SE: 550-555, 609-611 TE: 555A-555B, 609-611</p> <p>Mathematics III SE: 491-496, 504-507 TE: 496A-496B, 504-507</p> |
| 5. Understand that the ordered pairs that satisfy an equation of the form $(x - h)^2 + (y - k)^2 = r^2$ form a circle when plotted in the xy -plane. | <p>Mathematics II SE: 550-555, 609-611 TE: 555A-555B, 609-611</p> <p>Mathematics III SE: 491-496, 504-507 TE: 496A-496B, 504-507</p> |
| 6. Convert between angle measures in degrees and radians. | <p>Mathematics III SE: 305-315, 348-351 TE: 315A-315B, 348-351</p> |
| 7. Complete the square in an equation representing a circle to determine properties of the circle when it is graphed in the xy -plane, and use the distance formula in problems related to circles. | <p>Mathematics II SE: 550-555, 609-611 TE: 555A-555B, 609-611</p> <p>Mathematics III SE: 491-496, 504-507 TE: 496A-496B, 504-507</p> |
| Complex numbers | |
| 1. Apply knowledge and understanding of the complex number system to add, subtract, multiply, and divide with complex numbers and solve problems. | <p>Mathematics II SE: 183-189, 223-225 TE: 189A-189B, 223-225</p> |

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Science and Health Curriculum for Synergy Academy Chartered Public School

The science curriculum for the Synergy Academy Chartered Public School will align to the Next Generation Science Standards and fulfill the New Hampshire graduation requirements. The NH Science graduation requirements require 3 credits including one credit in the physical sciences, one credit in the biological sciences and one general science elective. These requirements could be fulfilled through two paths. The first path would be one credit of physical science (combining physics, chemistry and earth science), one biology credit and one science elective. The second path (for STEM majors) would include one biology credit, one chemistry credit and one physics credit.

The interactive textbooks for the first path would be *Physical Science Concepts in Action Program for Grades 9-12*, *Miller & Levine Biology Curriculum for Grades 9-12*, and a science elective: *Environmental Science*. The texts for the second path would be *Miller & Levine Biology Curriculum for Grades 9-12*, *Experience Chemistry* and *Experience Physics*. All books have NGSS correlations and are designed to fulfill standards required for graduation. These Savvas texts function as a blended learning curriculum and focus on problem-based learning that promotes inquiry and develops scientific thinking.

All books contain program components that offer a textbook, digital license, workbooks and a lab program. These books have a problem-solving curriculum designed for group projects and labs (virtual and classroom). They are well- designed and flexible for varied learning experiences.

Program Components for books:

Path One

- Physical Science Concepts in Action- text(paper or digital), workbook and lab manual. integrated math skills,
- Miller and Levine Biology- text(paper or digital), workbook and lab manual.
- Environmental Science- text(paper or digital), inquiry labs and activities and fieldwork guide.

Path Two

- Miller and Levine Biology- text(paper or digital), workbook and lab manual.
- Experience Chemistry- text(paper or digital), Assessment, Student Experience Notebook, and Flinn Scientific lab partnership.
- Experience Physics- Student Experience Handbook (paper or digital), virtual labs, and Flinn Scientific lab partnership.

Health

Savvas Health Program for Grades 9-12

To meet the state standards and graduation requirement for health, we will be utilizing *Savvas Health Program for Grades 9-12*. Savvas Health delivers the tools necessary for developing and enhancing healthy behaviors that influence the lifestyle choices of high school students. This relevant, integrated text and video program stimulates classroom discussion, helping students' master skills essential to successful health education. Teachers will have access to an online curriculum with an online text and workbook.

Blended Print, Video, and Digital Resources

- School Safety
- Nutrition
- Online Dating
- Media Literacy
- Exercise & Fitness
- Drug Prevention
- Data & Statistics
- Mental Health
- Emotional Health
- Cyberbullying
- Online Safety
- Online Friendships
- Cell Phone Safety
- Instant Messaging
- Decision Making
- Sexual Health
- Responsible Thinking
- Family Engagement

Social Studies Curriculum for Synergy Academy Chartered Public School

The Social curriculum for the Synergy Academy Chartered Public School will align to the New Hampshire Social Studies Standards and fulfill the state graduation requirements. The NH Social Studies graduation requirements include one credit in US/NH history, one half US/NH civics and government, one half credit of economics and one half credit of world history. These requirements will be fulfilled through a combination of standard coursework and project based learning. All texts combine text, primary sources, inquiry projects and essential questions. The curriculum integrates digital interactives, video lessons and educational videos. The curriculum is flexible and can be tailored for an in-person, hybrid or remote learning environment. The interactive textbooks would include Savvas US History Interactive High School Survey Edition (digital resource and workbook), World History Interactive (digital resource and workbook), Magruder's American Government Program High School Government Textbook, and Savvas High School Economics Textbook. All books have national and state correlations and are designed to fulfill standards required for graduation.

Students may substitute Project Imagine World History to fulfill the World History requirement. Project Imagine: World History provides digital activities and primary sources. Students learn world history by studying 6 key modules from Ancient Greece, China's Tang and Song Dynasties, the Renaissance, the Early Industrial Revolution, and Africa-1945-1985. Project Imagine US History could also be used as a supplement or elective to the US History curriculum. All books contain program components that offer a textbook, digital license, workbooks, and/or Study Guides. These books have problem-solving curriculum designed for group (virtual and classroom). They are well- designed and flexible for varied learning experiences

These Savvas texts function as a blended learning curriculum and focus on problem-based learning that promotes inquiry and develops critical thinking. The following books have detailed chapter outlines:

Magruder's American Government

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Table of Contents

Magruder's American Government topic list

Topic 1: Foundations of Government

Topic 2: The Beginnings of American Government

Topic 3: The Constitution

Topic 4: The Legislative Branch

Topic 5: The Executive Branch—The Presidency and

Vice Presidency

Topic 6: The Executive Branch at Work

Topic 7: The Judicial Branch

Topic 8: Protecting Civil Liberties

Topic 9: Citizenship and Civil Rights

Topic 10: Government by the People

Topic 11: Elections

Topic 12: Government and the Economy

Topic 13: State and Local Government

Topic 14: Comparative Political Systems

Savvas Economics

Table of Contents

Economics topic list

Topic 1: Fundamentals of Economics

Topic 2: Free Enterprise and other Economic Systems

Topic 3: Demand, Supply, and Prices

Topic 4: Competition and Market Structures

Topic 5: Business and Labor

Topic 6: Money, Banking, and Financial Markets

Topic 7: Economic Performance and Challenges

Topic 8: Taxes and Spending

Topic 9: Fiscal and Monetary Policy

Topic 10: Trade, Development, and Globalization

New Hampshire History and Government

New Vision will also incorporate **New Hampshire** history and government into the curriculum. Teachers will use a variety of digital and print resources:

Experience State History (history and government)

https://digital.gibbsmitheducation.com/New_Hampshire_Our_Home_Student_Edition/

It Happened in New Hampshire Stillman Rogers • Paperback \$16.95 The book provides tales of Granite State residents who were an integral part of New Hampshire history.

Hidden History of New Hampshire by D. Quincy Whitney Stories about significant people in New Hampshire

New Hampshire History Curriculum-Grades 7-12-teacher guide-1999

<https://www.nhhistory.org/NHHS/media/NHHS-Media-Library/PDFs/Educational-Resources/Curriculum/NH-History-Curriculum-Book-2-Grades-7-12.pdf>

Instructional Manual

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Graduate Profile

Unlike a mission or vision statement, a **graduate profile** is a document that a school or district uses to specify the cognitive, personal, and interpersonal principles that students should have when they **graduate**. This profile is a clear visualization of priority goals for teaching and learning that can be easily communicated to students, parents, faculty, and staff to align their collective efforts. Until you identify and prioritize these principles for your school or district, you won't have a shared vision of your destination.

The Synergy Academy Chartered Public School graduate profile was created in deep alignment with the Synergy Academy Chartered Public School mission and vision, instructional and SEL competencies and curricular framework. These 5 tenants serve as our northstars for the traits we consistently work to instill within our students, staff, stakeholders and partners.

| | |
|--|--|
| <p>Effective Communicator:</p> <ul style="list-style-type: none"> ● Speaks and writes clearly ● Listens actively ● Resolves conflict peacefully ● Adapts to the needs of the audience ● Engages with print and digital media ● Develops a responsible digital footprint | <p>Skilled Problem-Solver:</p> <ul style="list-style-type: none"> ● Analyzes and evaluates academic information, points of view and industry process ● Synthesizes conclusions and justifies evidence ● Questions and applies critical reasoning to real world situations ● Applies acquired knowledge to the design, creation of and revision of projects |
| <p>Tactful Collaborator:</p> <ul style="list-style-type: none"> ● Seeks diverse team members ● Listens and acts with empathy ● Owns their role ● Values individual contributions ● Gives and receives feedback ● Owns team outcomes | <p>Critical Thinker:</p> <ul style="list-style-type: none"> ● Asks questions ● Uses relevant and reliable evidence to support claims ● Designs and implements solutions to complex problems |
| <p>Empowered Citizen:</p> <ul style="list-style-type: none"> ● Shows empathy and respect ● Understands the power of their own identity ● Seeks cultural understanding ● Makes safe, legal and ethical choices ● Demonstrates civic responsibility ● Participates in the democratic process | <p>Synergy Academy Chartered Public School will graduate individuals who have a strong sense of self and value of community, who are able to think critically about the world around them, who possess the skills and passion to create change, and who feel empowered and prepared to do so.</p> |

| | |
|---|--|
| <ul style="list-style-type: none"> Impacts the community responsibly | |
|---|--|

Foundational Pedagogical Practices: Mission and Vision

This is a visual representation of how we conceptualize student support methodologies at Synergy Academy Chartered Public School. The diagram is meant to be read from the bottom-up:

| | Graduation | | Personal Goals |
|-------------|---|--|----------------|
| Chapters | Knowledge | Skills | Work Readiness |
| 3 | Integrated Math Science History English Visual and Performing Arts Foreign Language College and Career Readiness | Literacy and Numeracy Digital Citizenship Analysis Problem Solving Argumentation Evaluation and Critique Writing Precision and Refinement Presentation Speaking and Listening Connections Investigation Strategy | 3 |
| 2 | | | 2 |
| 1 | | | 1 |
| Care | Connect | Challenge | Create |

| Instructional | Behavioral | Holistic |
|--|---|--|
| <ul style="list-style-type: none"> Project-Based and Real World Learning Mastery-Based Grading Culturally Responsive Teaching | <ul style="list-style-type: none"> Trauma-Informed Classrooms and Staff Restorative Justice | <ul style="list-style-type: none"> Family Engagement Wrap Around Services Advisory Counseling Case Management Relationship-Centric |

Holistic: We first begin by understanding that students' lived-experiences, needs (Maslow's Hierarchy) and overall wellbeing impact their behavior and ability to learn. We address this through a trauma-informed staff, mental health services, advisory communities, counseling services, case management and a relationship-centric community.

Behavioral: Secondly, we know that behaviors manifest from students' holistic health (physical and mental). We support and address behavior through restorative justice and a trauma-informed environment. We treat

behavior like we would treat literacy or numeracy, as something that must be learned through consistency, differentiation, error and data-driven direction.

Instructional: Thirdly, and only once the previous two categories are nurtured, can we address the instructional component of student learning. We use project based learning to ensure education is provided through engaging, relevant and cross-curricular content. We use mastery-based grading to elicit growth-mindset and to support our students through the necessary trial and error that it takes to be successful in the 21st century. Additionally, we use 13 core competencies to drive our interdisciplinary instruction so that our students see their course disciplines as all being interactive and overlapping tools that can be used in conjunction to solve some of the world's most challenging problems.

Individual Student Goals: This component of the diagram designates that we empower our students with the tools needed to reach their own individual goals. Given the diversity of our student body, we are committed to broadening the scope of what is conceived as student success. We partner with our students and their support teams to formulate a goal that will drive our students towards happy and independent adulthood. We understand that without a clear goal, there is no way to ensure targeted growth.

Educational Philosophy:

Synergy Academy Chartered Public School's educational philosophy is centered around individualized instruction that systematically acknowledges the variance of student learning style, interest, personal and professional goals and time and space constraint. Our current schools are based on an outdated model that separates students by age, rewards them for seat time, and prioritizes generalized skill sets and rote memorization over critical thinking and problem solving. Yet, educators are tasked with the responsibility of preparing students for something that doesn't exist yet. This growing gap between what worked in the past and what is necessary for the future has resulted in 30 million unemployed Americans with over 5 million jobs left unfilled for lack of skilled employees for hire.

Additionally, we have seen that many schools are addressing this problem by leveraging technology to serve as instructors in the classroom. When used in isolation, this solution has proven to be largely detrimental to student learning. Synergy Academy Chartered Public School's infusion of interdisciplinary project-based learning, mastery-based grading and real world application ensures that our students are learning to tackle relevant real-world issues using the plethora of skills mastered through small group instruction, 1-on-1 tutoring, Synergy Academy Chartered Public School's online platform and communal learning.

Credits

New Hampshire State Required Subjects and Credits for High School Graduation

| Required Subjects | Credit(s) |
|-----------------------|-----------|
| English Language Arts | 4 |

| | |
|---|--|
| Mathematics | 4, including Algebra credit that can be earned through a sequential, integrated or applied program |
| Physical sciences | 1 |
| Biological sciences | 1 |
| General Science | 1 (third science credit which can be an embedded science credit) |
| US and NH history | 1 |
| US and NH government/civics | ½ |
| Economics, including personal finance | ½ |
| World history, global studies, or geography | ½ |
| Information and communications technologies | ½ or demonstrate proficiency |
| Health education | ½ |
| Physical education | 1 |
| Arts education | ½ |
| Life skills elective | 4 |
| Open electives | 2 |
| Totals | 22 |

| | 9th | 10th | 11th | 12th | |
|---------------------|----------|----------|----------|----------|--|
| ELA | 1 credit | 1 credit | 1 credit | 1 credit | |
| Math | 1 credit | 1 credit | 1 credit | 1 credit | |
| General Science | 1 credit | | | | |
| Physical sciences | | 1 credit | | | |
| Biological sciences | | | 1 credit | | |
| US and NH history | 1 credit | | | | |

| | | | | | |
|---|------------------|------------------|------------------|------------------|-------------------|
| US and NH government/civics | | .5 credits | | | |
| Economics | | .5 credits | | | |
| Global studies | | | .5 credits | | |
| Information and communications technologies | | | .5 credits | | |
| Health education | | | | | |
| Physical education | .5 credits | .5 credits | | | |
| Arts education | | | .5 credits | | |
| Life skills elective | 1 credit | 1 credit | 1 credit | 2 credit | |
| Open electives | .5 credits | .5 credits | .5 credits | | |
| TOTAL | 6 credits | 6 credits | 6 credits | 4 credits | 22 credits |

| | |
|---|--|
| <p>Grade 9 English (ELA) 1 1 credit Mathematics 1 1 credit Science 1 1 credit Social Studies 1 ½ - 1 credit IT ½ credit Physical Ed ½ credit Electives 1 - 2 credits Total 6-7 credits</p> | <p>Grade 10 English (ELA) 2 1 credit Mathematics 2 1 credit Science 2 1 credit Social Studies 2 1 credit Art ½ credit Health ½ credit Electives 1 - 2 credit Total 6-7 credits</p> |
| <p>Grade 11 English (ELA) 3 1 credit Mathematics 3 1 credit Science 3 1 credit Social Studies 3 1 credit Electives 2-3 credits Total 6-7 credits</p> | <p>Grade 12 English (ELA) 4 1 credit Mathematics 4 1 credit Electives 4 - 5 credits Total 6-7 credit</p> |

Mastery-Based Grading

Most of us are accustomed to a 0 - 100 grading scale, where a grade of 70 or higher is typically the bar for earning credit for an assignment and, ultimately, for passing the course. The points can be assigned to a student for a variety of different tasks, but aren't necessarily linked to mastery of the content or skills specific to a particular course of learning. For example, while a student may earn points for correct answers on exams or quizzes, they may also earn points for completing and submitting homework, for class participation or behavior, or even for an extra credit assignment. The latter examples give students points for completion of an assignment or task, and, while accountability and timeliness are important to developing a student's holistic academic skills, this is different from grading based on the proficiency level or quality of the work that the student is doing. It also makes interpreting grades quite challenging for students and parents. Take a look at the gradebook below as an example:

| | Quiz 1 | Homework | Test 1 | Participation 1 |
|-----------|--------|----------|--------|-----------------|
| Student 1 | 50 | 100 | 60 | 100 |
| Student 2 | 100 | 0 | 85 | 0 |

According to the gradebook, student 2 performed very well on the Quiz and Test, but received zeroes for Homework and Participation, while student 1 received perfect scores for Homework and Participation, but failing grades on the assessments. How can students and parents make sense of this? Were the zeroes assigned to Student 2 because she didn't complete the work for these two tasks? If so, depending on how the teacher weights each category, this student could end up with a fairly low grade, despite having a strong proficiency of the content, as demonstrated through her assessments. The opposite could be true for Student 1. While she seems to have completed all of her assignments and been given full credit for them, those assignments don't appear to have been graded by content mastery, as her assessment grades indicate she doesn't yet have a strong grasp on the content. She still may be able to pass though if her teacher assigns a large weight to homework and participation categories. Traditional grading leads to a situation where the student who has stronger mastery of the content receives a lower grade than a student who is still working to demonstrate proficiency, and is dependent on a variety of subjective factors: what weight each category is given, the number of points allocated to various assignments, tests, quizzes, etc., how the teacher defines and scores participation, whether or not the teacher accepts late work, grades on a curve, etc.

Another aspect of traditional grading that proves tricky for students is that the grades they receive are final. If a student fails Unit 1 Test, he or she is expected to study harder for the next assessment in order to bring up the grade. There may be individual exceptions and opportunities for revisions or extra credit, but the student or parent must seek them out, and it is not typically the class norm that any assignment or assessment may be revised whenever the student needs it. Further, the final grade is an average of all the grades received over a certain time period. This means that some students are ultimately penalized because they did not learn at the same pace as other students. Let's look at another example:

Student 3 earns a score of 40 on her first unit test. As the teacher, you discuss her performance with her, and she explains that she had a difficult time understanding the concepts that were covered. You tell her that some of the same concepts will be covered on the next exam and that she will have the opportunity to raise her grade then. Student 3 studies incredibly hard, coming in for additional help before and after school and seeking out tutoring from her peers. On the second test, she raises her score to an 80, demonstrating that she now understands the content on a much deeper level. Yet, her overall score for the class still hangs at a 60 when the two scores are averaged together. Although she has proven her growth in mastery, she continues to pay for the lower grade she received when she had not yet demonstrated proficiency.

In a situation like student 3's, it is easy to see why she would become frustrated and how she could justify giving up in the class. It is also easy to see how she could look at her grade solely through a lens of gaining more points and reach out to her teacher to request extra credit points to bring her grade up to passing. None of these responses, though, leads her to a deeper understanding of the material or makes her feel that she has control over her own learning.

Mastery-Based Grading serves to eliminate some of these challenges. It allows students (and teachers and parents) to focus on what is being learned rather than how many points are being awarded, and ensures that students are being assessed on the content and skill mastery they have developed. Further, MBG encourages an attitude of constant learning by allowing multiple opportunities to learn the material and demonstrate mastery. Finally, MBG takes into account students' holistic learning and awards grades based on deepening understanding of the material rather than averaging grades across time, which ultimately penalizes students who learn at a slower pace.

Mastery Based Grading is based on the work and learning of many people and organizations. Synergy Academy Chartered Public School staff will participate in training and receive on-going support from the Curriculum and Instruction Director around implementation and practice. We will benefit from the thinking and learning in the field by practitioners and conferences such as the [Sound Grading Practices Conference](#) and the ASCD assessment workshops and conferences conducted by Robert Marzano, as well as Marzano's book *Classroom Assessment & Grading That Works*.

What is Mastery-Based Grading?

Mastery-Based Grading (MBG) is a system of grading students based on their demonstrated level of mastery concepts ("Essential Skills"), rather than just calculating an average based on the total number of "points" they earn in a semester. It measures demonstrated student learning, not speed of learning. MBG works hand-in-hand with Project-Based Learning to drive students towards proficiency in content and skills, to facilitate student ownership over learning, and to provide a more authentic means of assessing what students know and can do. "PBL without mastery-based grading doesn't work. You build stuff but it's all surface-level work. I think it's the marriage of these two things that keeps the rigor there"- Steve Wallis

The grades are based on Essential Skills and Knowledge (ESKs), which are informed by teachers and determined by the state standards. These ESKs include not only content for the particular course, but also

more comprehensive and overarching academic skills that students should possess (for example, using evidence, or presentation skills) to be prepared for college and career. MBG allows for a focus on these skills rather than a heavily weighted grade that relies on completion, quality, or meeting deadlines (all elements that are still accounted for, but in a way that comprises less of the overall grade). Rather than having categories in the gradebook that are dedicated to the kinds of work students complete, such as in Example ___ (shot of categories including “Tests,” “Quizzes,” “Essays,” “Homework,” “Participation.” etc.), the categories are the ESKs themselves. This allows students to be more informed about their learning as they can identify specific content areas and skill sets that they excel in and that they need to work to improve.

Why Mastery-Based Grading?

Mastery-based grading encourages conversation around the essential knowledge and skills and the students’ ability to demonstrate mastery of these skills; it focuses on what students know rather than on “points” that may or may not be linked to proficiency levels. It also offers more detailed, specific feedback for students around which skills they have mastered and which they should continue to focus on, thus encouraging them to take ownership over their learning and facilitating a stronger sense of reflection around their work.

Encourages growth mindset

For Synergy Academy Chartered Public School teachers and leaders, this is one of the biggest appeals of MBG: its compatibility with the notion of a growth mindset, developed by Carol Dweck. Growth Mindset, the belief that any skill or content can be mastered with time, dedication, and support, is a deeply held and important value at Synergy Academy Chartered Public School. Mastery-based grading supports growth mindset by encouraging consistent learning and improvement through multiple opportunities to demonstrate mastery, and by showing students that knowledge is never fixed but, rather, can expand with focus and hard work. Ninth grade math teacher Korey Hlaudy said that, for him, the inherent focus on growth mindset is the biggest benefit of using mastery-based grading:

“The best thing about MBG for the kids is the growth mindset. It’s no longer about the points or the individual skill- it’s about a mindset of constant learning, about the progress the students are making. It’s not about how fast they’re learning but just that they’re learning. Research has shown when you learn something the first time it doesn’t stick- you need to practice it. Mastery-based grading reinforces this idea and lets students know it’s ok to.”

In mastery-based grading, the final grade in a class is determined by analyzing the “growing preponderance of evidence”(Marzano) rather than simply taking an average or placing the bulk of the weight on one final exam. This results in a more accurate picture of students’ grades, as it takes into account multiple means of demonstrating learning and analyzes work over time rather than just one particular data point. This is not only more accurate, but more personal, as the teacher is able to take into account extenuating circumstances that a computer may not be able to calculate.

Getting Started with MBG

Choosing, Weighting, and Scoring Essential Skills & Knowledge

- (content vs. habits of mind)
- sample teachers' gradebooks

Gradebook Adaptability

Most commonly-used online gradebook portals are not equipped to support the 1-4 scale the MBG uses. This requires some creativity on the part of teachers as they work to design a conversion system that is time-efficient and easy to explain to parents and students.

Parent & Student adjustment to new way of approaching learning & mastery

The transition to MBG from more traditional grading systems can be a difficult adjustment for both parents and students. Students are used to asking questions such as "Will this be graded? Will I get credit for this? How many points is this worth?" and it takes time for their mindset to shift from point-oriented to learning- and growth-oriented. Teachers also initially experienced a negative attitude around re-mastering content, as they found some students would not prepare for assessments ahead of time because they knew they could just retake it for a higher grade later. Different teachers have different means of approaching this:

"I started including all of the Essential Skills on every test, so that each assessment is an assessment of all learning throughout the year. The most current assessment grade for mastery of a particular skill replaces the previous one. It holds them accountable for their comprehensive learning and ensure they're getting consistent practice with the skills throughout the year."- Korey Hlaudy, 9th grade math, DVC

Preparing & Supporting Students and Families

Most parents and students are accustomed to traditional grading methods and need support in understanding and transitioning to MBG. Synergy Academy Chartered Public School offers this support in several ways. When students enter their freshman year, all parents and families are invited to a small-group meeting with the Executive Director. MBG is just one of the variety of resources and information covered to help parents navigate high school with their students. The Executive Director gives a broad overview of how MBG works and explains the rationale behind using this method. They also show parents sample gradebook entries and model how to interpret the scores.

Students are supported primarily by their teachers and older students, who help orient them to the new way of grading in their mixed-grade advisory classes. Further, at the beginning of the year, freshman teachers regularly review MBG with students, helping them navigate the gradebook and make sense of their scores, and clarifying any confusion around the process.

Project Based Learning

Project Based Learning requires students to synthesize content knowledge from and across content material, 21st Century skills, and critical 'soft' knowledge and competencies that are important to success in modern society and the workplace. It then pushes students to apply these skills and knowledge to the

development of a meaningful project, answering engaging and authentic questions, and producing quality professional work. These projects are not add-ons at the end of a unit designed to assess what students know, rather they are the unit themselves, designed to enable students to explore the topics, collaborate with their peers and community members in the related field, and demonstrate their ability all at the same time. This encourages more authentic learning through increased practice with meaningful application of skills and pushes students far beyond simple memorization and recall, ensuring that the content and skills are mastered with a deeper level of understanding and in a way that will last well beyond the class. Because of the sustained inquiry throughout the course of a project, PBL also encourages a curious attitude, facilitates creative and critical thinking, and pushes students to draw from a growing toolbox of knowledge and skills to analyze and problem solve.

Project-based learning encourages students to be active participants in the construction of knowledge through creating projects that require the demonstration of a number of essential skills that mirror real-world experiences. In addition to content, PBL facilitates the growth of soft skills through encouraging group work, critical thinking, synthesis of knowledge, application of skills, and presentation acumen. PBL works in conjunction with students' professional and personal goals by allowing them to determine how they interact with the content. The students have the opportunity to work with community stakeholders, leverage 21st century technology, use a multitude of mediums and even critique the world around them with the guidance and critical feedback of their community. Additionally, PBL instills in students the value of growth mindset, as projects are always in progress and can always be innovated or improved on.

PBL at Synergy Academy Chartered Public School:

Synergy Academy Chartered Public School is focused on integrating the community into the PBL process in order to build meaningful connections between the academic and personal goals of our students. Given the unique academic support staff model at Synergy Academy Chartered Public School, PBL will be intrinsically connected to the collaboration of the Community and Engagement Director and the Curriculum and Instruction Director. The Curriculum and Instruction Director will work to desegregate the academic skills of a given content area into what can be effectively assessed through online or in person tests and what must be assessed more thoroughly through the PBL process. They will then meet with the Community and Engagement Director to provide insight on those standards and possible ways it could potentially be incorporated into a project. The Community and Engagement Director will build and manage relationships with community stakeholders to provide internships, job shadows, site visits, and other modalities to increase the number of opportunities for project based learning in the community. As part of our model we incorporate our van in order to remove the barrier of transportation for students.

Example:

As a Language Arts Content Specialist I feel that a student's ability to persuade an audience given evidence and analysis should be assessed through a project. I may suggest a debate, campaign or propaganda related project to receive accurate data on a student's mastery of the standard. The Curriculum and Instruction Director will then take that information and meaningfully incorporate it into the interdisciplinary project in

collaboration with the Community and Engagement Director. On the other hand, I may feel that a student's ability to infer meaning of content specific jargon given the surrounding context may be effectively practiced and assessed given the online platform, in person tutoring and small group lessons.

The Curriculum and Instruction Director's job is to design a project that will incorporate the standards into the project in a way that is meaningful and rigorous. The Community and Engagement Director will work with the Curriculum and Instruction Director to leverage community partners to provide meaningful and memorable moments for students. For the example above this can look like having the Community and Engagement Director reach out to a local representative for the student to meet with and advocate around an issue the student is passionate about. This can also look like utilizing our life skills groups to have students present to each other and persuade the rest of the group to their cause to start an on-line campaign on social media around an issue of interest.

Given the individualized learning plans of students at Synergy Academy Chartered Public School, many of the projects, despite students' commonalities of age or grade, will have alterations. A single student may be taking 9th grade English, geometry and 10th grade Spanish all at the same time. This means that the Curriculum and Instruction Director must be able to provide a series of suggestions for ways in which the selected standards can be addressed in a project/real world setting. The Curriculum and Instruction Director will also need to think about broad project themes that allow for a variety of skills to be implemented in the design process. Students must experience academic content and projects alongside one another. These two processes are large components of what will make the students curricular experience at Synergy Academy Chartered Public School. As students work through academic content they apply their knowledge to interdisciplinary projects in order to see how they interact with other content areas and how they play out in the real world.

Opportunities for Demonstrations of Student Learning

In addition to smaller-scale projects that may last days, weeks, or throughout the course of a unit, teachers and students work on much larger-scale projects that require demonstration of cumulative learning from one class or that combine concepts and skills learned across different content areas. These projects are presented at Exhibition, a community showcase of learning that is held twice per year. Students also have an opportunity to create their own project at the end of the semester to demonstrate their learning of a skill they have yet to fully master. These presentations of learning occur at the end of each semester and give students the opportunities to both show their growth over the course of the semester and improve their grades before report cards.

Project Design: Teachers will be supported by the Director of Curriculum

- *Begin with the End in Mind*

Teachers begin designing their projects by thinking about the big picture or essential question: What is the overarching concept they wish to have students explore and which projects will best allow that concept to come to life in a real-world context? Should students create a non-profit? A business model? Design a campaign? Create a start-up? Which final product will ultimately

challenge students to demonstrate their learning? Which final product will have the most real-world relevance? Which product is both ambitious and feasible for the academic content and the time frame? What essential knowledge and skills will students learn through this project? What habits of mind and soft skills will students learn?

- *Weekly Theme Breakdown*

After teachers have chosen their final project for students, they begin breaking it down into smaller chunks with weekly themes, or focus areas. What should students master each week that will contribute to their success with and quality of the final project? What steps would a professional take to complete a project such as this?

- *Essential Skills and Knowledge*

Which essential skills and knowledge will we cover? In what order should we cover them so as to scaffold the material? Do the essential skills and knowledge connect directly to the standards? Do the essential skills in various content areas complement one another in a way that is digestible to students? Do they align with the Habits of Mind, 21st Century Skills, and, at Da Vinci Design, to the Design Process?

- *Brainstorming the Deliverables*

What deliverable will you have for each week? How is the deliverable a building component of the final product? How does each deliverable assess important soft skills and academic standards?

- *Milestones and Memorable Moments*

Memorable moments are opportunities to interact with the topic of the project in a hands-on manner. This can be through a field trip, guest speaker, enrichment opportunity or group challenge. Any experience that allows the students to engage directly with the subject of the the project can serve as a memorable moment or milestone in developing the essential skills to apply this knowledge to their personal and professional goals.

What weekly memorable moments can be added into the project design? How can these moments reinforce concepts or facilitate application of skills? What milestones will ensure that students are on track to be successful? What will teachers use to determine if individual students or groups need additional scaffolding, support, or to be stretched?

- *Real World Expertise (application): Supported by Community and Engagement Director*

How would this project be deployed in the workforce? How would professionals assess student work and what needs to be considered when transferring these skills beyond the classroom? Students must be able to see the link between their project and the professional world. Can guest speakers and mentors be included during our life skills groups in a meaningful way to better provide real-world knowledge and make connections between the students' work and a professional setting? In what other ways can we ensure the project is authentic to real world experiences? What

do professional practitioners of this subject do? How can we design the project process or product to reflect this?

- **Critique**
How are critique processes added into the project plan? What forms of critique will be used? How will students incorporate feedback from critique into bettering their projects, and when will this occur in the calendar? Are there multiple opportunities for reflection on project progress and quality by students and teachers?
- **Calendar**
Is the time I have allotted enough to provide students an in depth opportunity to successfully explore this topic, answer the relevant questions, and produce quality work? Are the milestones and checkpoints clearly delineated and adequate?
- **Driving Questions**
What overarching question encapsulates the learning in a way that is authentic, interesting, and meaningful to students?

Project Requirements

| Project Requirement | Explanation | Baseline ←————→ Ambitious | | |
|---------------------------------|--|--|---|--|
| 1) Essential Knowledge & Skills | The project must be grounded in the essential knowledge and skills determined by the Da Vinci staff. | 1 – 2 essential knowledge areas or skill(s) per subject; single-subject project | 2 – 3 essential knowledge areas or skills per subject; single-subject or multi-subject project | 2 – 3 essential knowledge areas or skills per subject; multi-subject project |
| 2) Driving Question | The project has a driving question for students to grapple with. This driving question guides the project to completion and grounds students in their work. The question is answered fully through the deliverables and/or project presentation. | Is understandable for students; inspires higher-order thinking; requires depth of understanding to answer; serves as a guide to the direction of inquiry and products for the project | Meets baseline criteria; offers opportunity for students to express voice and choice; has real-world application; has meaning and relevance to the students | |
| 3) Feedback and Revisions | There are multiple checkpoints set up to assess student progress, provide meaningful feedback to students, and hold students accountable for the completion of the project in steps. | 2 opportunities for feedback and revision are provided per project; one opportunity offers teacher feedback and one opportunity involves student feedback; students held accountable at both checkpoints | Provides more than 2 opportunities for teacher and student feedback; students held accountable at more than 2 checkpoints | Provides more than 2 opportunities for teacher and student feedback; students held accountable at more than 2 checkpoints; student and teacher feedback given together using a critique protocol |
| 4) Scaffolding | The knowledge and skills are presented to students in bite-size pieces, not gigantic chunks. There are multiple scaffolds built in for ELLs, students with IEPs, and other struggling learners. | Project is broken down into bite-size pieces; lessons during class cover specific topics that must be mastered to complete deliverables for the project | Meets baseline criteria; there are options for students to skip specific steps and move along at a faster pace if appropriate | Students select their own scaffolds according to their needs; teacher monitors their progress and adjusts scaffolds as necessary |
| 5) Differentiation | The knowledge and skills are presented to students in multiple ways to appeal to a variety of learning styles. Differentiation is built in for ELLs, students with IEPs, and other struggling learners. | 2 lessons per project teach similar content in a different way | More than 2 lessons per project teach similar content in several different ways; some lessons may be set up to accommodate student-selected differentiation | Project itself allows for student-selected differentiation |

Actively Building Community

Advisory:

At Synergy Academy Chartered Public School all students will be members of an advisory with a teacher and peer-advocate. Advisory will be scheduled into the day and serve as a space to connect and check in around students' individual learning plans. We will maintain a ratio of 2:25 or lower to ensure the quality of the relationships built. Within these communities students will have access to a network of academic and socioemotional supports. Teachers and peer-advocates will support and monitor student performance, attendance and wellbeing through weekly check-ins and consistent communication. Students will also serve as a support system for one another in holding each other accountable to school work and physical and mental wellbeing. The advisory will serve as a support group that can be accessed during, after and before school hours to ensure that students feel known, valued and supported as human beings.

Visit students' families and communities:

It is important that teachers get to know their students' families and communities by actually going into the students' home environments. This allows teachers to relate to their students as more than just "bodies" in the classroom but also as social and cultural beings connected to a complex social and cultural network. Moreover, by becoming familiar with students' home lives, teachers gain insight into the influences on the students' attitudes and behaviors. Additionally, teachers can use the families and communities as resources (e.g., classroom helpers or speakers) that will contribute to the educational growth of the students. Home visits will be done in pairs for the first visit, and staff will be trained around best practices and safety. We will use our early release day as well as after school to hold home visits. We will accommodate the schedules of families as needed for those who need to meet later in the evening. We will utilize flex time for teachers who need to make later home visits, utilizing admin for coverage as needed.

Classroom Set-up

Classroom organization has the power to set the tone for culturally responsive teaching. When classrooms are organized into communities that are designed to encourage academic and cultural excellence, students learn to facilitate their own learning as well as that of their fellow students. This kind of classroom requires careful planning and explicit teaching around social interactions so that students learn to assume leadership for learning, feel comfortable exploring differences of opinion, and accept that they may need help from their classmates in order to be successful. Along the way, students learn to see the classroom and their interactions from more than one perspective so that they can identify potential difficulties that come from assumptions of privilege, the distribution of power (who gets to make the rules), and the assessment of performance and competence. These power dynamics whether shared or centralized will impact how classroom environments are set-up. Students will be welcomed into the discussion around what formation is appropriate for various conversations to provide them with the experience of considering what environment is necessary to produce specific outcomes.

Classrooms are malleable to the learning, comfort and safety needs of the students. Synergy Academy Chartered Public School furniture molds to the needs of both individual learners and collective learning communities. In a singular learning space one should see multiple differentiated learning spaces to meet the needs of the students. Throughout the lesson these spaces will often shift and change in allowing students to engage in small group conversation, whole group socratic seminars, protected individual work time and one-on-one tutoring. This is an integral component of building community at Synergy Academy Chartered Public School as cohorts and classes of students work to create a learning environment that is

safe, comfortable and conducive to the needs of all participants. In recognition of the demands of the work force and higher education, teachers are able to orchestrate physical shifts in the learning environment during their lessons and will release the freedom to the students during independent work sessions and tutoring. This will provide a balance between students adjusting their learning styles to the demands of a larger classroom setting and being empowered to engage in self-exploration to figure out how they work best when provided with the freedom to choose.

Student Voice

Community is built through consistent feedback and effective student leadership pathways. Our goal at Synergy Academy Chartered Public School is to have a student-run community in which their voice is leveraged, refined and strengthened in order to make larger change in the world beyond our doors. We will have a student council who will be supported by the Community and Engagement Director in taking an active role in informing the direction of their school. The student council will elect a representative and an alternate to fill the student seat on Synergy Academy Chartered Public School's board. Student council will work with the Community and Engagement Director in facilitating school events, community events, family events, town halls, inviting guest speakers, etc. Students participate in weekly reflections and feedback loops in order to make Synergy Academy Chartered Public School the most productive and supportive environment for them to learn and grow. Teachers and administration reference and summarize the feedback received each week and update the students on the changes that will be made as a reaction to the feedback.

Self-expression and transparency will be practiced during advisory meetings, parent/stakeholder-teacher conferences, town halls, community building activities, school-wide events, student clubs and community outreach trips. Students will have multiple times within each of their courses to make choices that best fit their learning style (multiple ways of showing mastery, options in testing styles, project-based learning etc.) Student voice is an integral component of the Synergy Academy Chartered Public School educational philosophy and will be integrated into all aspects of the curricular framework.

Students as Coaches

The students as coaches provide students with the agency to help develop great teachers. Teachers place the students as coaches on the whiteboard in their space and elect a student each day to provide feedback during and after their lesson/day of tutoring and small group instruction. This helps to show teachers as humans who model vulnerability in learning and growing in their craft. This also allows for students to more readily take feedback after observing their teacher do the same.

English Language Learners

There are three levels of English Language Development (ELD) support that Synergy Academy Chartered Public School is committed to providing for our English Learners. These supports are ELD goals infused into personalized learning plans, schoolwide ELD support (Quarterly ELD Standard-Focus) and individualized tracking and instruction.

EL Coordinator:

The coordinator is a credentialed teacher with experience in supporting ELL students and in administering the WIDA exam. The coordinator manages data, administers the WIDA, guides and supports the other subject teachers and has a touchpoint with all ELL students throughout the year.

ELD Standards:

1. **Collaborative:** Exchanging Information/Ideas
2. **Collaborative:** Interacting in Written Language
3. **Collaborative:** Supporting Opinions and Persuading Others
4. **Collaborative:** Adapting/Evaluating and Analyzing Language Choices
5. **Interpretive:** Listening Actively, ELD: Reading/Viewing Closely
6. **Interpretive:** Presenting
7. **Interpretive:** Writing
8. **Productive:** Justifying/Arguing
9. **Productive:** Selecting Language Resources
10. **Structuring Cohesive Texts:** Understanding Text Structure/Cohesion
11. **Expanding and Enriching Ideas:** Using Noun/Verb and Noun/Verb Phrases
12. **Expanding and Enriching Ideas:** Modifying to Add Details
13. **Connecting and Condensing Ideas:** Connecting ideas within sentences by combining clauses
14. **Connecting and Condensing Ideas:** Condensing ideas within sentences using a variety of language resources



Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

| | |
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| <p>ELD Goals (PLPs)</p> | <p>ELD Goals: ELD goals are assessed and assigned based on assessment data from the WIDA and Achieve 3000. The EL coordinator has quarterly meetings with each EL student to review grades, mastery of competencies and ELD standards based on coursework and Reading Workshop. Once the ELD-based goals are established, additional assignments and supports are incorporated into the students ILP to ensure they are working on the areas where they need it most. For example, if a student is identified to struggle most heavily with <i>“Understanding Text Structure and Cohesion”</i> teachers would work to infuse claims, counterclaims, reasons and evidence as key components of the students coursework.</p> <p>ELL Progress Monitoring ELL Reclassification Form</p> |
| <p>Schoolwide ELD Focus Areas</p> | <p>ELD Foci: The ELD coordinator will facilitate quarterly PD sessions to deploy the quarter’s ELD Standard focus. This standard will be infused into all class times across all subjects. Given the alignment between literacy and ELD standards, we will be focusing on the ELD standards to support literacy across the board. The ELD coordinator will provide resources, lesson suggestions and support to instructional staff in order to drive the development of these skills. Admin will then use this standard as a “Look for” in their observation and will support through coaching.</p> <p>EL Overview PD</p> |
| <p>Individualized Tracking and Instruction</p> | <p>Reading Workshop: Within the reading workshop, EL students are cohorted and supported on ELD standards through credit bearing mini-lessons. ELD learning opportunities will include both in-class and online published curriculum, web-based modules, and small group and individual tutoring that helps EL students develop phonemic awareness; syntax; nuances of English language such as idioms, tone, and humor; reading comprehension skills and strategies; daily and academic vocabulary; listening, speaking, and presentation skills; and writing in English. The ELD course is focused on preparing students with the writing, reading and speaking and listening skills necessary to be reclassified through strong performance in their English class and on the ELPAC exam.</p> <p>Leveled Instruction:</p> <p>Emerging (weekly instruction) <i>Beginner Lower intermediate</i></p> <p>Expanding (monthly instruction) <i>Intermediate Upper intermediate</i></p> |

| | |
|--|--|
| | <p>Bridging (quarterly instruction) <i>Advanced / Native Speaker</i></p> <p>Once the beginning of the year EL meetings are held, site admin and the EL Coordinator will work together to assess the necessity of creating mini cohorts managed by ACs for targeted breakout groups. For example, if there are two students at APCH that fall in the “Emerging” category, those students will participate in weekly breakout sessions with the AC and EL coordinator. Where students in the bridging category may just need academic monitoring and quarterly SLCs with the EL coordinator.</p> |
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ELD Curricular Resources:

1. Achieve 3000
2. NewELA

Behavior Support

Classroom management practices have the power to promote or obstruct equal access to learning. These practices include creating a physical setting that supports academic and social goals, establishing and maintaining high expectations for behavior, and working with families (Weinstein, Curran, Tomlinson Clarke, 2003). Synergy Academy Chartered Public School teachers think about ways the environment can be used to communicate respect, safety, to reaffirm connectedness and community, and to avoid marginalizing and disparaging students. The goals for management is reintegration into the community when there is a breach in norms or safety. Below are a list of best practices for classroom management in a culturally responsive classroom at Synergy Academy Chartered Public School.

Mindsets:

- Acknowledge that teachers, parents, stakeholders and students may have different expectations about what constitutes appropriate school behavior (must be clear for all stakeholders)
- Allowing students to slack off or not reach expectations sends a message that you don't believe they are capable.
- Relationships must be nourished and built tactfully through community circles and discussion
- All parents care about their children and have something to offer
- All students want to learn and reach their goals
- Families, stakeholders and the students themselves are key resources in learning how to best serve the student
- It is important to be sensitive to cultural differences in communication styles with parents and students.
- Class norms are most successful when students help to create them.

- Teachers must model the behavior they expect and provide opportunities for students to practice.
- It is important to be hyper aware of inconsistency in application of consequences.

Restorative Justice

Despite the best preventive measures, all teachers eventually have to deal with security breaches in the classroom. Synergy Academy Chartered Public School will provide training for staff to facilitate restorative justice circles, with possible partners such as UNH. Our protocols and procedures are laid out in our support manual, and will be led by our Executive Director, a licensed social worker. Since communities are actively built and nourished in classrooms, advisory and with the larger community it is easier to respond effectively to wrongdoing and restore social order – as well as to create a healthy and positive organizational environment. Community circles are incorporated into the social fabric as a preventative measure to restorative practices. This creates the social capital for restoration to be possible. Social capital is to create connections among individuals, and the trust, mutual understanding, shared values and behaviors that bind us together and make cooperative action possible (Cohen & Prusak, 2001).

Restorative justice practices provide tertiary prevention, after the problem has occurred, with the intention of avoiding recurrence. We have the goal of reintegration and protection of the freedom of our students at the forefront. Restorative practices expands that effort with primary prevention (community building through circles and advisories), introduced before the problem has occurred. This approach is at the core belief of our model around relationships and moving towards being proactive instead of reactive.

Normalizing Language (mental health, foster, homeless, abuse, special education, gender performance etc.)

In recognition that Synergy Academy Chartered Public School is focused on meeting the needs of some of the most underserved communities in our city, it is extremely important that we provide a safe space for our students through the normalization of their lived experiences. This comes through leveraging service providers, students, staff and families who have experienced housing instability, homelessness or trauma to educate the community in regards to the language, lived experience and needs of those experiencing these realities. Additionally, language around sexuality and gender performance must also be taught and respected within the community. This will allow language to serve as a form of respect in honoring the differences in experience on the Synergy Academy Chartered Public School campus.

Teachers are trained and staffed with the demographics of the student body in mind. Professional development sessions are held around the terminology of the legal and foster care system and ways to normalize language in the classroom. Teachers who share experiences with students will be sought out to provide safety, guidance and knowledge of the system for staff. Narratives of people going to court, meeting with probation officers, working through housing instability, discovering gender identity, coming out and accepting sexuality etc. will be largely discussed inside and out of the classroom through real student expression and planned curricular development.

In addition to incorporating these realities into curriculum there is also a visual culture of declaring alliance with the communities of our students at Synergy Academy Chartered Public School. This is in the form of safespace (brave space posters), flags, multilingual informational signs and pamphlets. Informational posters will also be inclusive of sexuality and language to be accessible to everyone. Opportunities and rights of students in the foster care system and experiencing unstable housing circumstances will be shared during advisory and will be posted around campus. Additional identity markers and declarations will be made in reaction to the particular needs of the students.

Through our life skills groups we will normalize and destigmatize mental health and special education. This will be accomplished through a combination of curriculum, community trips, guest speakers, and open dialogue. We will be able to integrate students' lived experiences with cross curricular content connecting the work in groups. This can look like discussing what chemical imbalances in the brain look like in science, to the struggle for disability rights in civics, to percentages of affected in math.

Trauma Informed Staff

One out of every 4 children attending school has been exposed to a traumatic event that can affect learning and /or behavior. This ratio is higher at Synergy Academy Chartered Public School given our target population. In reaction to the experiences of our student body we ensure that 100% of our staff is trauma informed. Teachers and staff are mandated to follow Synergy Academy Chartered Public School's reporting procedures if there is suspected abuse. Additionally staff works actively to partner with the student's caregivers to share or address problems and to refer families and students to the resources they deserve.

Teachers at Synergy Academy Chartered Public School run trauma informed pedagogy through the following practices (NCTSN): <https://learn.nctsn.org/>

- Maintain consistent routines and protected spaces for student learning
- Provide transition/processing time (students have consistent entry procedures, journaling time and community circles devoted to processing previous events and transitioning into the school environment)
- Provide notice ahead of time when routines are going to change so that students can prepare and know what to expect.
- Give student choices (Often traumatic events involve loss of control and /or chaos, so students can feel safe through choices in learning (ex. Choices in learning environment, ways of showing mastery etc.)
- Set clear, firm limits for appropriate behavior and develop logical - rather than punitive- consequences
- Recognize that behavioral problems may be transient and related to trauma
- Provide a safe space for students to talk about what happened when a traumatic event has occurred (community circle, one-on-one etc.)
- Be aware of triggers

- Understand that children cope by reenacting trauma through play or through their interactions with others

Supportive Technology:

Online Learning Platform: PLATO, Achieve 3000, Math Space

Positive Behavior Incentive System: Class Dojo

School Information System: ALMA

Daily Correspondence: SLACK

Classroom Instruction: Hybrid Learning

Class Structure:

- Synchronous Discussion
- Knowledge Assessment (Entrance Ticket)
- Break Out Groups
- Independent WorkTime
- Regroup

Personalized Learning:

- Individualized learning Plan ILP
- Reviewed with student and Curriculum and Instruction Director by-monthly
- Reviewed with student during Advisory by-weekly with advisor
- Curriculum and Instruction and Community and Engagement Directors meet monthly to discuss integration of plans with community partners

Attendance:

- Advisories are mandatory
- Life skills groups are mandatory

- As students progress in their mastery and credits, they will have more options around attending classes at community colleges, taking on-line courses independently to provide more options for internships and job shadows.

Classroom Instruction: Enrichment and Extracurriculars

Advisory

At Synergy Academy Chartered Public School all students will be members of an advisory with a teacher and peer-advocate. We will maintain a ratio of 2:25 or lower to ensure the quality of the relationships built. Within these communities students will have access to a network of academic and socioemotional supports. Teachers, Academic Coach, and peer-advocates will support and monitor student performance, attendance and wellbeing through weekly check-ins and consistent communication. Students will also serve as a support system for one another in holding each other accountable to school work and physical and mental wellbeing. The advisory will serve as a support group that can be accessed during its scheduled block as well as after and before school hours to ensure that students feel known, valued and supported as human beings.

Advisory communities are built to provide our students with a family structure that can motivate them and hold them accountable to reaching their goals, serve as a place for consistent and reliable check-in's and feedback cycles and work to support the health of the students beyond the Synergy Academy Chartered Public School campus. Advisories are partnered with a Synergy Academy Chartered Public School teacher. The teacher's conduct circles, manage work journals, support stakeholder communication and attend case management cycles. Advisories will have weekly circles to build and nourish group culture. They will also participate in school wide competitions based on creativity, relationships, academics and athletics. If students feel that a particular advisory isn't the right place for them they must pledge their case to the group and meet with the advisor to ensure that a transition is the best next step. Advisories are meant to be productive and healthy for the student so it is important that they are based on diversifying the students work view, providing them with a network of support and serve as a safe space for development. With that in mind, the formation of an advisory should not be based on pre-existing cliques and friend groups.

APPENDIX F: SAMPLE SCHOOL
CALENDAR

Appendix F: School Year Calendar

Synergy Academy School Year Calendar

| August | | | | | September | | | | | October | | | | | | |
|----------|----|----|----|----|-----------|----|----|----|----|---------|----|----|------------------------|----|--------------------------|--|
| M | T | W | Th | F | M | T | W | Th | F | M | T | W | Th | F | | |
| | | | | 1 | | 1 | 2 | 3 | 4 | | | | 1 | 2 | 8/24 | Teacher Workshop Days Students No School |
| 3 | 4 | 5 | 6 | 7 | 7 | 8 | 9 | 10 | 11 | 5 | 6 | 7 | 8 | 9 | 8/25 | Teacher Workshop Days Students No School |
| 10 | 11 | 12 | 13 | 14 | 14 | 15 | 16 | 17 | 18 | 12 | 13 | 14 | 15 | 16 | 8/26 | Teacher Workshop Days Students No School |
| 17 | 18 | 19 | 20 | 21 | 21 | 22 | 23 | 24 | 25 | 19 | 20 | 21 | 22 | 23 | 8/27 | First Day of School |
| 24 | 25 | 26 | 27 | 28 | 28 | 29 | 30 | | | 26 | 27 | 28 | 29 | 30 | 9/7 | Labor Day No School |
| 31 | | | | | | | | | | | | | | | 10/2 | Teacher in Service Students No School |
| November | | | | | December | | | | | January | | | | | | |
| M | T | W | Th | F | M | T | W | Th | F | M | T | W | Th | F | | |
| 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | | | | | 1 | 11/11 | Veterans Day No School |
| 9 | 10 | 11 | 12 | 13 | 7 | 8 | 9 | 10 | 11 | 4 | 5 | 6 | 7 | 8 | 11/25-27 | Thanksgiving Break No School |
| 16 | 17 | 18 | 19 | 20 | 14 | 15 | 16 | 17 | 18 | 11 | 12 | 13 | 14 | 15 | 12/24-1/1 | Holiday Break No School |
| 23 | 24 | 25 | 26 | 27 | 21 | 22 | 23 | 24 | 25 | 18 | 19 | 20 | 21 | 22 | 1/14-15 | Teacher Workshop Days Students No School |
| 30 | | | | | 28 | 29 | 30 | 31 | | 25 | 26 | 27 | 28 | 29 | 1/18 | Martin Luther King Jr. Day No School |
| February | | | | | March | | | | | April | | | | | | |
| M | T | W | Th | F | M | T | W | Th | F | M | T | W | Th | F | | |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | | | | 1 | 2 | 1/22 | 2nd Marking Period /Semester 1 Ends |
| 8 | 9 | 10 | 11 | 12 | 8 | 9 | 10 | 11 | 12 | 5 | 6 | 7 | 8 | 9 | 2/22-26 | February Break No School |
| 15 | 16 | 17 | 18 | 19 | 15 | 16 | 17 | 18 | 19 | 12 | 13 | 14 | 15 | 16 | 3/12 | Teacher In Service |
| 22 | 23 | 24 | 25 | 26 | 22 | 23 | 24 | 25 | 26 | 19 | 20 | 21 | 22 | 23 | 4/2 | 3rd Marking Period Ends |
| | | | | | 29 | 30 | 31 | | | 26 | 27 | 28 | 29 | 30 | 4/26-30 | April Break No School |
| May | | | | | June | | | | | Legend | | | | | | |
| M | T | W | Th | F | M | T | W | Th | F | | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | In-Service- Staff Only | | | |
| 10 | 11 | 12 | 13 | 14 | 7 | 8 | 9 | 10 | 11 | 7 | 8 | 9 | 10 | 11 | Progress Reports | |
| 17 | 18 | 19 | 20 | 21 | 14 | 15 | 16 | 17 | 18 | 14 | 15 | 16 | 17 | 18 | No School | |
| 24 | 25 | 26 | 27 | 28 | 21 | 22 | 23 | 24 | 25 | 21 | 22 | 23 | 24 | 25 | End of Marking Period | |
| 31 | | | | | 28 | 29 | 30 | | | 28 | 29 | 30 | | | Graduation | |
| | | | | | | | | | | | | | | | First/Last Day of School | |
| | | | | | | | | | | | | | | | | |

APPENDIX G: JOB DESCRIPTIONS

Academic Coach

Purpose Statement

The Academic Coach provides wrap around services to ensure every student is able to succeed academically and socially. Wrap around services include 1:1 support, case management, referrals, crisis intervention, group work, home visits, family work, etc.

The successful candidate will (1) be an inspiring educator and communicator, (2) have a strong understanding of atypical learners, (3) have an accomplished background in project based learning and group facilitation (4) be aligned with the school's philosophy, mission, and values, and (5) have a strong commitment to family and community involvement.

Synergy Academy Chartered Public School's Mission:

Synergy Academy Chartered Public School School activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

Essential Functions:

Individual Coaching

- Provides direct coaching as appropriate to individual students
- Provides consultation to families and service providers as needed and maintains students' pertinent documentation.
- Organizes and refers eligible students for outside mental health services.

Group Counseling

- Co-Facilitates life skills groups four times weekly, running approximately 2.5 hrs each.
- Coordinates with the Director of Program and Community Engagement around curriculum and programming to support student needs and well-being, including guest speakers, partnering with community organizations, etc.

Student Support and Family Engagement

- Facilitates restorative listening/talking circles to resolve conflicts between students.
- Co-Leads Support Team meetings and contributes to the decision-making process regarding referred students.
- Develops strategies and plans for students to cope with their emotions, defuse conflicts, and self-regulate.

- Consults with classroom teachers and administrators to develop road maps or support plans for students displaying high needs. Maintains contact with families and works with them to ensure appropriate supports are being implemented at home.
- Pushes into classes as needed for supporting students with classroom work.

Crisis Intervention

- Assists students in crisis situations and makes appropriate referrals and/or implements immediate interventions.
- Develops student intervention and de-escalation processes and protocols to enhance student growth and create a safe emotional/physical environment for the school community.
- Meets with students and families to develop support plans.
- Conducts appropriate and necessary visits to student homes, community agencies, or local partners.

Homeless Liaison

- Identifies homeless youth and families and connects homeless students and families to community resources.
- Completes documentation for the Department of Education.
- Coordinates transportation for homeless students if needed.

Community Resources and Referrals

- Develops knowledge of community resources and makes appropriate referrals for students and families.
- Maintains contact following referral to agencies and/or service providers.
- Develops partnerships with community organizations and local agencies.

Community Engagement and Stewardship

- Advance the educational mission of the school by participating in duties and responsibilities consistent with building, upholding and promoting a strong community.
- We actively value and solicit feedback in order to improve performance.

Our Approach:

Synergy Academy Chartered Public School School employs a holistic, youth-focused approach to education that recognizes and centers the fact that learning does not occur only in the traditional classroom. We offer an integrated, exposure-based academic model that features collaborative partnerships with local businesses, and community members, and service providers in the areas of workforce development, enrichment programming, and mental health support. We also activate guardians and families in creating a student support network. This model is designed to meet the needs of untapped communities by fostering a diverse student population that centers historically underserved students without segregating them. At Synergy Academy Chartered Public School School we are highly invested in our students, and all students have the opportunity and support to identify and pursue their individual passions and strengths.

Our Vision:

All students in the greater Concord area have access to high-quality, equity-based academic and support resources that meet their individual needs and cultivate their individual goals and talents. Students from a variety of socio-economic, racial, sexual orientation, and cultural backgrounds learn and grow together in community, and gain the tools, skills, and resiliency necessary to thrive in a rapidly changing world.

Job Requirements:

Minimum Qualifications

Education:

- Bachelor's degree or equivalent job experience
- Experience with crisis intervention
- Experience with group facilitation
- Creative thinker and problem solver
- Experience working in a small school preferred

Background Check:

- Passing of a Criminal Fingerprint/Background Check

Position: Student Engagement Specialist

Compensation: AmeriCorps

The support staff at *Synergy Academy Chartered Public School Career Academy* will serve as the secondary agent for student engagement within learning opportunities. To this end, the support staff will speak and act in order to support the mission of *Synergy Academy Chartered Public School*. Due to the small size of *Synergy Academy Chartered Public School*, support staff will act in many capacities, serving as instructional aides, curriculum facilitators, student advocates, community coordinators, and most importantly, assistants to student learning. In all functions, flexibility and commitment to the mission of the school will be of the utmost importance.

Synergy Academy Chartered Public School's Mission:

Synergy Academy Chartered Public School School activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

Our Approach:

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Qualifications and Characteristics

The ideal candidate for a support staff position at Synergy Academy Chartered Public School will be/have:

- Flexible
- Committed to the mission of the organization
- Knowledge of Google applications (i.e. Google Docs, Google Sheets, Google Slides)
- Interest and willingness to co-facilitate social skills groups
- Willing to interact with young people and families in the community
- Knowledgeable across multiple domains
- Sensitive to the diverse needs of learners and their families
- Open to alternative forms of instruction, assessment, and learning
- Eagerness to build relationships and work closely with all students

Responsibilities

Instructional Support

- Support student learning experiences
- Collaborate with students to guide personal learning experiences
- Collaborate with outside organizations to connect students with learning experiences
- Supervise and support students during field trips and career experience opportunities
- Advise students to time manage and set goals
- Recognize students and staff achievement
- Assist students with competency mastery

Exhibitions Mentor and Community Member

- Model the dispositions and belief statements at *Synergy Academy Chartered Public School*
- Promote the mission of *Synergy Academy Chartered Public School*
- Partake in staff professional development
- Attend weekly staff meetings during lunch hour
- Guide student-decision making by framing questions

Experience:

- Working with adolescents and families
- Case Management experience preferred
- Home visits and community outreach preferred

Education:

- Bachelors in related field or relevant work experience

Background Check:

- Passing of a Criminal Fingerprint/Background Check

AmeriCorps Member

Purpose Statement:

Synergy Academy Chartered Public School seeks a dynamic and entrepreneurial individual to assume the position of Student Success AmeriCorps Member at Synergy Academy Chartered Public School.

Synergy Mission:

Synergy activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

Responsibilities

- Instructional Support
- Support student learning experiences
- Collaborate with students to guide personal learning experiences
- Collaborate with outside organizations to connect students with learning experiences
- Supervise and support students during field trips and career experience opportunities
- Advise students to time manage and set goals
- Recognize students and staff achievement
- Assist students with competency mastery
- Model the dispositions and belief statements at Synergy
- Promote the mission of Synergy
- Partake in staff professional development
- Attend weekly staff meetings during lunch hour
- Guide student-decision making by framing questions

The ideal candidate for an AmeriCorps position at Synergy will be/have:

- Flexible
- Committed to the mission of the organization
- Knowledge of Google applications (i.e. Google Docs, Google Sheets, Google Slides)
- Knowledgeable across multiple domains
- Sensitive to the diverse needs of learners and their families
- Open to alternative forms of instruction, assessment, and learning
- Eagerness to build relationships and work closely with all students

Civics Teacher

Reports To: Curriculum and Instruction Director

Purpose Statement:

Under the general supervision of the Curriculum and Instruction Director, the Civic's Teacher's role is to develop students' knowledge, skills and abilities in comprehending, speaking, reading and writing about concepts associated with the Social Studies discipline, and to develop an understanding and appreciation of those concepts. With a focus in tying in real life learning to add practicality and leadership opportunities.

The successful candidate will (1) be an inspiring educator and communicator, (2) have a strong understanding of a-typical learners, (3) have an accomplished background in project based learning and cross curriculum work (4) be aligned with the school's philosophy, mission, and values, and (5) have a strong commitment to family and community involvement.

Synergy Academy Chartered Public School's Mission:

Synergy Academy Chartered Public School School activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

PERFORMANCE RESPONSIBILITIES:

- **Develops and administers Social Studies education curriculum consistent with school district goals and objectives.**
- **Promotes a classroom environment that is safe and conducive to individualized and small group instruction, and student learning.**
- **Brings students outside of the classroom to be fully immersed in their communities.**
- **Develops lesson plans and instructional materials and translates lesson plans into learning experiences to develop pertinent sequential assignments, challenge students, and best utilize the available time for instruction.**
- **Teaches knowledge and skills in Social Studies curriculum
Works with students and others to prepare materials for inclusion in literary publications, contests, etc.**

- **Conducts ongoing assessment of student learning and progress, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.**
- **Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research.**
- **Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.**
- **Encourages parental involvement in students' education and ensures effective communication with students and parents.**
- **Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.**
- **Coordinates with other professional staff members, especially within grade level, and participates in faculty meetings and committees.**
- **Selects and requisitions appropriate books, instructional aids and other supplies and equipment and maintains inventory records.**

Our Approach:

Synergy Academy Chartered Public School School employs a holistic, youth-focused approach to education that recognizes and centers the fact that learning does not occur only in the traditional classroom. We offer an integrated, exposure-based academic model that features collaborative partnerships with local businesses, and community members, and service providers in the areas of workforce development, enrichment programming, and mental health support. We also activate guardians and families in in order to integrate and grow their social networks. This model is designed to meet the needs of untapped communities by fostering a diverse student population that centers historically underserved students without segregating them. At Synergy Academy Chartered Public School School we are highly invested in our students, and all students have the opportunity and support to identify and pursue their individual passions and strengths.

Our Vision:

All students in the greater Concord area have access to high-quality, equity-based academic and support resources that meet their individual needs and cultivate their individual goals and talents. Students from a variety of socio-economic, racial, sexual orientation and cultural backgrounds

learn and grow together in community, and gain the tools, skills, and resiliency necessary to thrive in a rapidly changing world.

Experience:

- A licensed or certified Social Studies Teacher in the State of New Hampshire or in an alternative certification path, or willing to work on one- required
- Evidence of past performance of working with Adolescents in a teaching role
- Experience around project base learning and cross curricular classes preferred.

Education:

- Bachelors in science background or related field- required
- Masters- preferred or relevant work experience

Background Check:

- Passing of a Criminal Fingerprint/Background Check

Director of Curriculum & Instruction

Purpose Statement:

Synergy Academy Chartered Public School (Synergy) seeks a dynamic and accomplished education leader to assume the position of Director of Curriculum & Instruction. The manager provides overall leadership and direction for Synergy Academy Chartered Public School under the direction of the Executive Director. This position is one that must take extreme ownership of staff, young people and families. They will exude the Synergy Academy Chartered Public School mission and values around providing every student an individualized opportunity for success.

The successful candidate will (1) be an inspiring leader and communicator, (2) have a strong understanding of atypical learners, (3) have an accomplished background in teacher coaching and curriculum design (4) be aligned with the school's philosophy, mission, and values, and (5) have a strong commitment to community involvement.

Synergy Academy Chartered Public School Mission:

Synergy Academy Chartered Public School School activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

Essential Functions:

Curriculum and Assessment:

1. Leads in the development and maintenance of a positive coordinated educational program designed to meet the needs of all children which is project based, cross curricular, and competency based
2. Guides the teachers and administration team through the development, implementation, and evaluation of curriculum and instruction.
3. Assumes responsibility for design and implementation of a local system of assessment to include data gathering and analysis.
4. Manage reporting of data to DOE, Executive Director, Board, and Synergy Community
5. Leads in the continued development of grading, report cards and honor roll policies.
6. Manage academic advising, class scheduling, and academic monitoring
7. Facilitate a school wide positive behavior program to take place in and out of classrooms based on Synergy's values and mission.
8. Run weekly faculty meetings to discuss programming, curriculum, behavior management, upcoming events, and collaborations.

Staff Development and Certification:

1. Guides development, implementation, and evaluation of orientation, professional development, certification, and in-service training programs for professional personnel.
2. Works with the Executive Director in the improvement of individual staff competencies by frequently observing classroom instruction and groups; to encourage, guide and support the faculty in working toward achieving organizational goals.
3. Responsible for collecting, assessing, and reporting Highly Qualified Teacher Data to DOE and managing certification and class assignments through I4see.
4. Assist teachers in creating meaningful and appropriate summative assessments and facilitate student assessments.
5. Manage state testing and reporting
6. Facilitate, assess, and support in culture building around restorative justice, positive behavioral interventions, cooperative approach, and Synergy values

Administration:

1. Manages all teachers, School Culture Manager, educational aids, educational partners, and special education coordinators
2. Manages Individualized Educational Plans and 504's for all Synergys
3. Manages ALMA, Plato, early college, and Accuplacer
4. Part of school leadership team and head of school when Executive Director is not present
5. Manages all student transcripts and ensures state requirements are met
6. Sets class and student schedules as well as assist in open houses and other organizational events
7. Manages all Federal Title programs and ensures compliance
8. Performs such other tasks and assumes such other responsibilities as may be assigned by the Executive Director or Synergy Board.

Workforce Excellence:

1. In collaboration with Director of Program and Community Engagement, design and assess Life Skills curriculum and competencies for groups ensuring cross curricular learning
2. Collaborate with grade level teachers to plan, integrate, and enhance grade-level standards to ready students for life after high school.
3. Provide Common Core Competency-based, structured project-based learning that supports students in reaching their short term and long term academic goals as well as providing tools for success in transition planning and execution.

4. Lead teachers in the area of Extended Learning Opportunities through community engagement, curriculum design, and real world learning.
5. In collaboration with the Student Support Manager ensure students are receiving opportunities for community service, work study, Internships, career exploration and exposure.
6. Manage and track student workforce competency attainment and graduation requirements.

Our Approach:

Synergy Academy Chartered Public School School employs a holistic, youth-focused approach to education that recognizes and centers the fact that learning does not occur only in the traditional classroom. We offer an integrated, exposure-based academic model that features collaborative partnerships with local businesses, and community members, and service providers in the areas of workforce development, enrichment programming, and mental health support. We also activate guardians and families in creating a student support network. This model is designed to meet the needs of untapped communities by fostering a diverse student population that centers historically underserved students without segregating them. At Synergy Academy Chartered Public School School we are highly invested in our students, and all students have the opportunity and support to identify and pursue their individual passions and strengths.

Our Vision:

All students in the greater Concord area have access to high-quality, equity-based academic and support resources that meet their individual needs and cultivate their individual goals and talents. Students from a variety of socio-economic, racial, sexual orientation, and cultural backgrounds learn and grow together in community, and gain the tools, skills, and resiliency necessary to thrive in a rapidly changing world.

Qualifications:

1. Master's degree from an accredited institution, or equivalent work experience
2. Specific subject and/or curriculum certification or eligible
3. Five years of classroom teaching experience or providing academic related support
4. Creative thinker and problem solver
5. Five years of experience managing or providing coaching to classroom teachers
6. Experience working in a small school preferred

Director of Development and Communications

Purpose Statement:

Synergy Academy Chartered Public School seeks a dynamic and creative fundraising professional to serve as our inaugural Director of Development and Communications. This is a key leadership role at a new charter school that is seeking to fill a gap in the educational landscape through individualized student support and integrated supportive services.

The successful candidate will (1) have an entrepreneurial, “can-do” attitude, (2) experience raising money and visibility for nonprofit and/or educational organizations, (3) strong alignment with Synergy’s mission and goals, and (4) a deep commitment to our students and community.

The mission of Synergy Academy Charter Public School is to activate and nurture the inherent talent and potential of our students, using individualized educational plans and experiential learning to empower students with tools to navigate their futures and achieve their academic goals.

Essential Functions:

Fundraising (60%):

- Research, develop, and implement annual grant application calendar that maximizes funding potential for core and supplementary services;
- Recruit and oversee any contract grant writers or grant writing services;
- Recruit and oversee any fundraising interns and/or volunteers;
- Work closely with Board of Trustees and Executive Director to identify and cultivate potential individual donors;
- Work closely with Director of Program and Community Engagement to identify and cultivate potential corporate donors, including the codification of a volunteer to donor organizational pipeline;
- Update and maintain annual fundraising plan;
- Work closely with Executive Director to report on fundraising successes, obstacles, and opportunities to Board of Trustees;
- Plan and implement two annual fundraising events, including one annual silent auction;
- Select, launch, and maintain a CRM that will meet Synergy’s long-term needs;

Communications (30%):

- Update and oversee Synergy social media channels, including Facebook, Twitter, and Instagram;
- Create a brochure and/or other collateral to promote enrollment and engagement opportunities at Synergy;

- Create and share a quarterly newsletter for donors, volunteers, and stakeholders;
- Create and share an annual report for donors, volunteers, and stakeholders;
- Recruit and oversee any communications interns or volunteers;

Administration & School Support (10%):

- Provide leadership and strategic input on key school decisions, such as policies and annual goals;
- The ideal candidate will be interested in supporting school culture and learning by occasionally leading individual lessons on budgeting, marketing, and/or other related topics;
- Other duties as assigned.

Our Approach:

Synergy employs a holistic, youth-focused approach to education that recognizes and centers the fact that learning does not occur only in the traditional classroom. We offer an integrated, exposure-based academic model that features collaborative partnerships with local businesses, and community members, and service providers in the areas of workforce development, enrichment programming, and mental health support.

Our Vision:

All students in the greater Concord area have access to high-quality academic and support resources that meet their individual needs and cultivate their individual goals and talents. Students from a variety of socio-economic, educational, and cultural backgrounds learn and grow together in a safe community, and gain the tools, skills, and resiliency necessary to thrive in a rapidly changing world.

Desired Qualifications:

1. Bachelor's degree or equivalent work experience
2. A minimum of three years of experience in a fundraising position, with strong preference for experience at the manager or above level
3. Experience with both individual and institutional fundraising strongly preferred
4. Experience working in a small high school with diverse population preferred
5. Basic knowledge of communications and marketing techniques necessary, with preference for work experience in the area of development communications or nonprofit marketing
6. Excellent written and oral communication skills required (a writing sample will be required of final candidates)
7. Demonstrated ability to plan and execute small donor cultivation events desired
8. Proven creative thinker and problem solver
9. High level of comfort in working in a student-focused start-up environment with ability to be flexible as circumstances require

Director of Finance and Operations

Purpose Statement:

Synergy Academy Chartered Public School seeks a dynamic and creative operations professional to serve as our inaugural Director of Finance and Operations. This is a key leadership role at a new charter school that is seeking to fill a gap in the educational landscape through individualized student support and integrated supportive services. This position reports directly to the Executive Director and has one direct report.

The successful candidate will (1) have an entrepreneurial, “can-do” attitude, (2) experience in operations for nonprofit and/or educational organizations, (3) strong alignment with Synergy’s mission and goals, and (4) a deep commitment to our students and community.

The mission of Synergy Academy Charter Public School is to activate and nurture the inherent talent and potential of our students, using individualized educational plans and experiential learning to empower students with tools to navigate their futures and achieve their academic goals.

Essential Functions:

Operations & HR (60%):

- With the support of Facilities Manager, ensure that building and facilities meet all safety and operational standards on a daily basis
 - Recruit, hire, and evaluate all custodial, maintenance, security and transportation contractors and/or staff.
 - Point on custodial, maintenance, transportation and security issues
 - Oversee all Safety and Security operations and functions
 - Oversight of Risk Management compliance, liability insurance carriers, and interaction with oversight agencies.
 - Oversight of all COVID-19 related safety and compliance procedures
- Monitor the stock of and order all necessary building and facility supplies;
- Ensure that outdoor areas are clean and well-maintained at all times;
- Ensure that payroll is completed in an accurate and timely basis;
- Work closely with school leadership to identify and recruit top talent for open positions;
 - Post and maintain job boards and listings
- Collaborate with school leadership to lead performance management processes and reporting;
 - Provide oversight and direction of corrective action procedures;
- Serve as an objective investigator for any and all claims of harassment or unethical practices within the agency. Review findings and present recommendations to Executive Director and Board of Trustees as needed;

Finance (30%):

- Work closely with Executive Director and other staff to develop balanced annual budget;
- Present monthly budget tracking updates to Executive Director and Board of Directors;
- Ensure the success of annual audits (financial, worker's compensation, payroll, etc.);
 - Liaison with third-party audit firm;
- Identify and implement accounting software or methodology;
- Ensure all income and expenses are tracked in an accurate and timely manner;
- Provide oversight of purchasing, credit card management, travel and related finance systems, policies and procedures;

Administration & School Support (10%):

- Provide leadership and strategic input on key school decisions, such as policies and annual goals;
- The ideal candidate will be interested in supporting school culture and learning by occasionally leading individual lessons on budgeting, marketing, and/or other related topics;
- Other duties as assigned.

Our Approach:

Synergy employs a holistic, youth-focused approach to education that recognizes and centers the fact that learning does not occur only in the traditional classroom. We offer an integrated, exposure-based academic model that features collaborative partnerships with local businesses, and community members, and service providers in the areas of workforce development, enrichment programming, and mental health support.

Our Vision:

All students in the greater Concord area have access to high-quality academic and support resources that meet their individual needs and cultivate their individual goals and talents. Students from a variety of socio-economic, educational, and cultural backgrounds learn and grow together in a safe community, and gain the tools, skills, and resiliency necessary to thrive in a rapidly changing world.

Desired Qualifications:

1. Bachelor's degree or equivalent work experience
2. A minimum of three years of experience in a HR, finance and/or operations position, with strong preference for experience at the manager or above level
3. Experience with school HR, operations and/or finance strongly preferred
4. Experience working in a small high school with diverse population preferred
5. Proven creative thinker and problem solver
6. High level of comfort in working in a student-focused start-up environment with ability to be flexible as circumstances require

Director of Program and Community Engagement

Purpose Statement:

Synergy Academy Chartered Public School seeks a dynamic and accomplished education leader to assume the position of Director of Program and Community Engagement. The Director provides overall leadership and direction for Synergy under the direction of the Executive Director. They will exude the Synergy mission and values around providing every student an individualized opportunity for success.

The successful candidate will (1) be an inspiring leader and communicator, (2) have a strong understanding of atypical learners, (3) have an accomplished background in community engagement and program design (4) be aligned with the school's philosophy, mission, and values, and (5) have a strong commitment to community involvement.

Synergy Mission:

Synergy activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

Essential Functions:

1. Coordinating and collaborating with the Executive Director, Director of Development and Communication, and Director of Curriculum and Instruction to ensure that all areas of overlap are communicated, planned and executed flawlessly and with no friction or unnecessary redundancy of effort.
2. Working in partnership with the Executive Director, Director of Development and Communication, and Director of Curriculum and Instruction to support and report to the Board.
3. In collaboration with the Executive Director, Director of Development and Communication, and Director of Curriculum and Instruction, providing energetic, charismatic, visible leadership, inspiration and direction to the combined They will actively support and contribute to a healthy culture and ecosystem at Synergy.
4. Providing direct supervision of volunteer programs and the events. They will also work with the Director of Development and Communication to generate messaging, marketing, promotional and media collateral associated with Special Initiatives, Events and External Relations, as needed.
5. They will prospect, cultivate, execute, and evaluate corporate partnerships to secure workforce opportunities, donations/grants, sponsorships, marketing/PR, and volunteer opportunities; and maintain good records and reports.
6. Working with the Director or Development and Communications, they will develop,

maintain and update sponsorship opportunities and online sponsorship deck

7. They will represent Synergy at events and meetings with the community, government, education and private sectors, as directed by the Executive Director with intention on elevating Synergy in the community.
8. Develop and lead life skills groups with the support of Director of Curriculum and Instruction and Academic Coach.
9. Identify, maintain, recruit community partners for workforce opportunities and other programming, and report back on all community events and partnerships that may bolster the reputation of Synergy and serve to recruit community supporters and corporate partnerships.
10. Publicize, create and maintain a rideshare and carpool database. Connect families in need of transportation with families that are able to provide transportation.

Our Approach:

Synergy employs a holistic, youth-focused approach to education that recognizes and centers the fact that learning does not occur only in the traditional classroom. We offer an integrated, exposure-based academic model that features collaborative partnerships with local businesses, and community members, and service providers in the areas of workforce development, enrichment programming, and mental health support. We also activate guardians and families in creating a student support network. This model is designed to meet the needs of untapped communities by fostering a diverse student population that centers historically underserved students without segregating them. At TBD School we are highly invested in our students, and all students have the opportunity and support to identify and pursue their individual passions and strengths.

Our Vision:

All students in the greater Concord area have access to high-quality, equity-based academic and support resources that meet their individual needs and cultivate their individual goals and talents. Students from a variety of socio-economic, racial, sexual orientation, and cultural backgrounds learn and grow together in community, and gain the tools, skills, and resiliency necessary to thrive in a rapidly changing world.

Qualifications:

1. Bachelor's degree or equivalent job experience
2. Experience with community organizing and/or developing community partners
3. Creative thinker and problem solver
4. Experience running groups
5. Experience working in a small school preferred

Electives Educator

Reports To: Curriculum and Instruction Director

Purpose Statement:

Synergy Academy Chartered Public School seeks a dynamic and accomplished Art Educator teacher to join our team. The Art Educator provides art instruction to students, attends staff meetings, consults with supervisors and other content area teachers, and participates in cross-curriculum discussions and planning.

The successful candidate will (1) be an inspiring art educator, (2) have a strong understanding of atypical learners, (3) have an accomplished background in project based learning and cross curriculum work (4) be aligned with the school's philosophy, mission, and values, and (5) have a strong commitment to family and community involvement.

Synergy Academy Chartered Public School's Mission:

Synergy Academy Chartered Public School School activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

Essential Functions:

The **Art Educator** will perform all or some of the following Job description:

1. Teach knowledge and skills in art, including drawing, painting, lettering, and art history
2. Instruct students in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school
3. Provide instruction by which students develop aesthetic concepts and appreciations and the ability to make qualitative judgments about art
4. As appropriate take students into the community to study art.
5. Demonstrate techniques in activities such as drawing and painting
6. Understand the versatility of acrylic paints: dry brushing, staining, layering, etc.
7. Know and can apply elements of design and modern principles of art
8. Know the fundamentals and different approaches to drawing media technique
9. Provide individual and small-group instruction to adapt the curriculum to the needs of students with varying intellectual and artistic abilities, and to accommodate a variety of instructional activities
10. Instruct students in proper care and use of tools and equipment
11. Organize storage areas and control use of materials, equipment and tools to prevent loss or abuse, and to minimize time required for distribution and collection
12. Evaluate each student's performance and growth in knowledge and aesthetic understandings, and prepare progress reports/report cards as required
13. Select art materials, tools, instructional aids, and maintain required inventory records
14. Maintain professional competence through in-service education activities provided by the

- school and/or in self-selected professional growth activities
15. Communicate with parents and school administration, and Support Team on pupil progress
 16. Participate in curriculum and other developmental programs, such as school art club
 17. Perform any other duties as may be assigned by Administration

Our Approach:

Synergy Academy Chartered Public School School employs a holistic, youth-focused approach to education that recognizes and centers the fact that learning does not occur only in the traditional classroom. We offer an integrated, exposure-based academic model that features collaborative partnerships with local businesses, and community members, and service providers in the areas of workforce development, enrichment programming, and mental health support. We also activate guardians and families in order to integrate and grow their social networks. This model is designed to meet the needs of untapped communities by fostering a diverse student population that centers historically underserved students without segregating them. At Synergy Academy Chartered Public School School we are highly invested in our students, and all students have the opportunity and support to identify and pursue their individual passions and strengths.

Our Vision:

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Experience:

- Experience working with adolescents in a teaching role
- Experience around project base learning and cross curricular classes preferred.

Education:

- Bachelors in art background or related field, or comparable work experience
- Masters- preferred

Background Check:

- Passing of a Criminal Fingerprint/Background Check

English Teacher

Reports To: Curriculum and Instruction Director

Purpose Statement:

Under the general supervision of the Curriculum and Instruction Director, this role is to develop students' skills in listening, speaking, reading and writing, foster communication skills, develop an understanding and appreciation of literature of all types, motivate students to read a wide variety of publications to derive information, comprehend and critically assess the reading materials, and to promote the development of skills in the field of English reading, grammar and syntax.

The successful candidate will (1) be an inspiring educator and communicator, (2) have a strong understanding of atypical learners, (3) have an accomplished background in project based learning and cross curriculum work (4) be aligned with the school's philosophy, mission, and values, and (5) have a strong commitment to family and community involvement.

Synergy Academy Chartered Public School's Mission:

Synergy Academy Chartered Public School School activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

PERFORMANCE RESPONSIBILITIES:

- Develops and administers English education curriculum consistent with school district goals and objectives.
- Promotes a classroom environment that is safe and conducive to individualized and small group instruction, and student learning.
- Develops lesson plans and instructional materials and translates lesson plans into learning experiences to develop pertinent sequential assignments, challenge students, and best utilize the available time for instruction.
- Teaches knowledge and skills in English grammar and syntax, sentence and paragraph structure, composition, vocabulary and proper word usage, word denotations and connotations, creative writing, independent thinking, communication and speaking.
- Develops standards for critical analysis through group discussions on a variety of reading materials, including the mass media, and a wide range of literature.
Works with students and others to prepare materials for inclusion in literary publications, contests, etc.

- Conducts ongoing assessment of student learning and progress, and modifies instructional methods to fit individual student's needs, including students with special needs.
- Maintains familiarity with district and Connecticut State standardized tests for the purpose of adapting curriculum to maximize student achievement on such tests.
- Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research.
- Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- Encourages parental involvement in students education and ensures effective communication with students and parents.
- Ensures that student conduct conforms to the school's standards and school district policies, and establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
- Coordinates with other professional staff members, especially within grade level, and participates in faculty meetings and committees.
- Selects and requisitions appropriate books, instructional aids and other supplies and equipment and maintains inventory records.

Our Approach:

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Our Vision:

All students in the greater Concord area have access to high-quality, equity-based academic and support resources that meet their individual needs and cultivate their individual goals and talents.

Students from a variety of socio-economic, racial, sexual orientation and cultural backgrounds learn and grow together in community, and gain the tools, skills, and resiliency necessary to thrive in a rapidly changing world.

Experience:

- A licensed or certified English Teacher in the State of New Hampshire or in an alternative certification path- required
- Evidence of past performance of working with adolescents in a teaching role
- Experience around project base learning and cross curricular classes preferred.

Education:

- Bachelors in science background or related field- required
- Masters- preferred or relevant work experience

Background Check:

- Passing of a Criminal Fingerprint/Background Check

Facilities Manager

Purpose Statement:

Synergy Academy Chartered Public School (Synergy) seeks a dynamic and accomplished leader to assume the position of Facilities Director. The Facilities Director provides overall leadership and direction for Synergy Academy Chartered Public School educational space under the direction of the Executive Director. This position is one that must take extreme ownership of staff, young people and families. They will exude the Synergy Academy Chartered Public School mission and values around providing every student an individualized opportunity for success by ensuring the school space is safe and inviting.

The successful candidate will (1) be an inspiring leader and communicator, (2) have a problem solving and solution focused mindset, (3) have an accomplished background in facilities management and development (4) be aligned with the school's philosophy, mission, and values, and (5) have a strong commitment to community involvement.

Synergy Academy Chartered Public School Mission:

Synergy Academy Chartered Public School School activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

Essential Functions:

1. Implement and maintain all OSHA, DOT, and local health/ordinance program and training requirements.
2. Analyze hazards and develop ergonomic risk assessments
3. Generate, maintain and update emergency response plans and procedures regularly
4. Oversee Risk Management compliance, liability insurance carriers, and interaction with oversight agencies.
5. Oversee vehicle preventive maintenance programs and activities for the purpose of ensuring that vehicles are maintained in a safe and effective operating condition.
6. Set transportation operational standards, including determination of safe vehicle operating procedures.
7. Administer the patrol of the interior and exterior of Synergy to observe and identify potential safety risks, security risks and undesirable conditions.
8. Direct response to emergency situations including, but not limited to, safety hazards, fires, and threats to property.
9. Serve as primary liaison with federal, state and local law enforcement in regards to building codes and necessary certifications.
10. Oversee the administration and accuracy of all required reports and documentation.
11. Oversees all day-to-day operations to execute/achieve the vision and goals established by the executive team.
12. Implements policies and procedures that will improve day-to-day operations and ensures policies are maintained through an annual review process.
13. Ensures work environments are adequate and safe.

14. Communicates and explains changes to new directives, policies, or procedures to all staff and answer questions to maintain high morale.
15. Leads coordination and integration of efforts among departments to produce smoother workflow and more cost-effective processes.
16. Projects a positive image of the organization to employees, members, industry, and community.
17. Manage relationships/agreements with external contractors/partners/vendors.
18. Oversees the maintenance of equipment and notifies the executive team of possible equipment needs for budgetary purposes.
19. Provide input into financial budgeting, forecasting and reporting of expenses; and develop/administer an operating budget based on Synergy's growth and facility needs.
20. Oversee facility operations including electrical, fire, safety, plumbing, etc.
21. Oversee construction project management including budget and timeline tracking.
22. Performs equipment repair vs. replacement analysis and recommends most cost effective and efficient solutions.
23. Performs facilities assessments and documents findings to address maintenance concerns not previously corrected.
24. Develops, implements and follows-up on preventative maintenance programs/activities.
25. Maintains integrity of all vendor documents including but not limited to Certificates of Insurance and Licenses.
26. Solicit and evaluate contractor bids.
27. Complete inspections and periodic reports as required to ensure compliance with local, state and federal laws and to maintain Synergy's standards.
28. Act as the company's safety expert conducting OSHA required safety meetings, training, and communication and maintain all appropriate record keeping.
29. Perform all duties according to DOT and OSHA established health and safety standards.
30. Seek Executive Director approval on all unbudgeted supplies and equipment.
31. Communicate updates on all custodial, maintenance, transportation and security issues to all departments.
32. Perform special projects or other duties as assigned.

Our Approach:

Synergy Academy Chartered Public School School employs a holistic, youth-focused approach to education that recognizes and centers the fact that learning does not occur only in the traditional classroom. We offer an integrated, exposure-based academic model that features collaborative partnerships with local businesses, and community members, and service providers in the areas of workforce development, enrichment programming, and mental health support. We also activate guardians and families in creating a student support network. This model is designed to meet the needs of untapped communities by fostering a diverse student population that centers historically underserved students without segregating them. At Synergy Academy Chartered Public School School we are highly invested in our students, and all students have the opportunity and support to identify and pursue their individual passions and strengths.

Our Vision:

All students in the greater Concord area have access to high-quality, equity-based academic and support resources that meet their individual needs and cultivate their individual goals and talents. Students from a variety of socio-economic, racial, sexual orientation, and cultural backgrounds learn and grow together in community, and gain the tools, skills, and resiliency necessary to thrive in a rapidly changing world.

Qualifications:

Experience:

- Two years of facilities experience preferred
- Creative thinker and problem solver
- Experience supervising and/or working with contractors
- Evidence of past performance of personnel and program management responsibilities within special services
- Experience working in a small school preferred

Education:

- Trade school or related field- required or relevant work experience

Background Check:

1. Passing of a Criminal Fingerprint/Background Check
2. Two years of facilities experience preferred
3. Experience supervising and/or working with contractors

Math Teacher

Reports To: Curriculum and Instruction Director

Purpose Statement:

Synergy Academy Chartered Public School seeks a dynamic and accomplished math teacher to join our team. To develop in each pupil an awareness of the role of math in economic and social progress; to motivate each pupil to acquire knowledge of mathematical facts and principles, and skills in scientific methods of problem solving; to discover and develop special talents of pupils in mathematical fields.

The successful candidate will (1) be an inspiring educator and communicator, (2) have a strong understanding of atypical learners, (3) have an accomplished background in project based learning and cross curriculum work (4) be aligned with the school's philosophy, mission, and values, and (5) have a strong commitment to family and community involvement.

Synergy Academy Chartered Public School's Mission:

Synergy Academy Chartered Public School School activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

PERFORMANCE RESPONSIBILITIES:

1. Deliver curriculum and lesson plans that meet student needs.
2. Teach engaging, rigorous, and relevant lessons.
3. Establishes and maintains standards of pupil behavior for a productive learning environment during class sessions, laboratory sessions, and field trips.
4. Evaluates each pupil's growth in knowledge, skills, and scientific attitudes in course being taught.
5. Maintains professional competence through in-service education activities provided by the district, and/or in self-selected professional growth activities.
6. Participates in curriculum and other developmental programs.
7. Communicates with parents and school counselors on pupil progress.
8. Participate in cross curricular planning and implementing
9. Performs other duties as may, from time to time be assigned by the supervisor.

Our Approach:

Synergy Academy Chartered Public School School employs a holistic, youth-focused approach to education that recognizes and centers the fact that learning does not occur only in the traditional classroom. We offer an integrated, exposure-based academic model that features collaborative partnerships with local businesses, and community members, and service providers in the areas of workforce development, enrichment programming, and mental health support. We also activate guardians and families in order to integrate and grow their social networks. This model is designed to meet the needs of untapped communities by fostering a diverse student population that centers historically underserved students without segregating them. At Synergy Academy Chartered Public School School we are highly invested in our students, and all students have the opportunity and support to identify and pursue their individual passions and strengths.

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Experience:

- A licensed or certified Math Teacher in the State of New Hampshire or in an alternative certification path, or willing to work on one- required
- Evidence of past performance working with adolescents in a teaching role
- Experience around project base learning and cross curricular classes preferred.

Education:

- Bachelors in science background or related field- required
- Masters- preferred or relevant work experience

Background Check:

- Passing of a Criminal Fingerprint/Background Check

Science Teacher

Reports To: Curriculum and Instruction Director

Purpose Statement:

Synergy Academy Chartered Public School seeks a dynamic and accomplished science teacher to join our team. To develop in each pupil an awareness of the role of science in economic and social progress; to motivate each pupil to acquire knowledge of scientific facts and principles, and skills in scientific methods of problem solving; to discover and develop special talents of pupils in scientific fields.

The successful candidate will (1) be an inspiring educator and communicator, (2) have a strong understanding of atypical learners, (3) have an accomplished background in project based learning and cross curriculum work (4) be aligned with the school's philosophy, mission, and values, and (5) have a strong commitment to family and community involvement.

Synergy Academy Chartered Public School's Mission:

Synergy Academy Chartered Public School School activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

PERFORMANCE RESPONSIBILITIES:

1. Teaches skills, knowledge, and scientific attitudes through course in general science, earth sciences, biology, chemistry, physics, physiology, or science problems to secondary pupils, utilizing course of study adopted by the Board of Education and other appropriate learning activities.
2. Plans a science program involving demonstrations, lectures, discussions, and student experiments; organizes laboratory activities for optimum learning.
3. Provides individual or small group instruction in order to adapt the curriculum to the needs of pupils and to accommodate circumstances where a variety of projects and experiments are being worked on simultaneously.
4. To have a strong understanding of Scientific Principles of Engineering, using such tools as Robotics, and 3D printing,
5. Supporting a PACE Career Academy Robotics team
6. Provides for safe storage and proper use of materials, equipment, and tools. Makes

minor adjustments and requests repairs to equipment as required.

7. Establishes and maintains standards of pupil behavior for a productive learning environment during class sessions, laboratory sessions, and field trips.
8. Evaluates each pupil's growth in knowledge, skills, and scientific attitudes in course being taught.
9. Selects and requests books, instructional aids, science equipment, chemical, and supplies, and maintains inventory records as required.
10. Maintains professional competence through in-service education activities provided by the district, and/or in self-selected professional growth activities.
11. Participates in curriculum and other developmental programs.
12. Communicates with parents and school counselors on pupil progress.
13. Performs other duties as may, from time to time be assigned by the supervisor.

Our Approach:

Synergy Academy Chartered Public School School employs a holistic, youth-focused approach to education that recognizes and centers the fact that learning does not occur only in the traditional classroom. We offer an integrated, exposure-based academic model that features collaborative partnerships with local businesses, and community members, and service providers in the areas of workforce development, enrichment programming, and mental health support. We also activate guardians and families in order to integrate and grow their social networks. This model is designed to meet the needs of untapped communities by fostering a diverse student population that centers historically underserved students without segregating them. At Synergy Academy Chartered Public School School we are highly invested in our students, and all students have the opportunity and support to identify and pursue their individual passions and strengths.

Our Vision:

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Experience:

- A licensed or certified Science Teacher in the State of New Hampshire or in an alternative certification path, or willing to work towards one- required
- Experience teaching and working with adolescents
- Experience around project base learning and cross curricular classes preferred.

Education:

- Bachelors in science background or related field- required
- Masters- preferred or relevant work experience

Background Check:

- Passing of a Criminal Fingerprint/Background Check

Special Education Teacher

Purpose Statement:

Synergy Academy Chartered Public School seeks a dynamic and accomplished special education teacher to join our team. The Special Education Teacher/Coordinator provides IEP services to students, as well as oversees all functions of District Special Education Programs, attends IEP meetings, consults with districts for referrals, and participates in evaluations, in addition to teaching remedial Math and English material. This position reports to the Curriculum and Instruction Director.

The successful candidate will (1) be an inspiring educator and communicator, (2) have a strong understanding of atypical learners, (3) have an accomplished background in project based learning and cross curriculum work (4) be aligned with the school's philosophy, mission, and values, and (5) have a strong commitment to family and community involvement.

Synergy Academy Chartered Public School's Mission:

Synergy Academy Chartered Public School School activates and nurtures the inherent talent and potential of students through integrated individualized education plans, experiential and exposure based learning, and community partnerships that empower students with tools to navigate the future and achieve their goals.

Essential Functions:

- Works with Curriculum and Instruction Director around designing and implementing inclusive learning spaces
- Provide special education instruction as stated in students' IEPs
- Oversee all functions of all District Special Education Programs
- Attend all special education meetings pertaining to students on caseload or incoming students
- Provide Case Management for all students, including writing and amending IEPs, providing progress reports, coordinating services (OT, Speech etc.) as needed, parent communication, teacher consult and all special education paperwork
- Ensure all aspects of special education is properly documented and filed according to district guidelines and state rules
- Keep accurate/confidential records both electronically and physically
- Maintain appropriate NHDOE certification and attend Staff Development Activities as required for certification or at the request of the District
- Comply with district, state and federal laws governing professional behavior of Education Personnel
- Attend professional development and trainings
- Establishes and maintains standards of restorative justice, positive behavior intervention strategies, and a cooperative approach behavior for a productive learning environment.

Our Approach:

Synergy Academy Chartered Public School School employs a holistic, youth-focused approach to education that recognizes and centers the fact that learning does not occur only in the traditional classroom. We offer an integrated, exposure-based academic model that features collaborative partnerships with local businesses, and community members, and service providers in the areas of workforce development, enrichment programming, and mental health support. We also activate guardians and families in order to integrate and expand their social networks. This model is designed to meet the needs of untapped communities by fostering a diverse student population that centers historically underserved students without segregating them. At Synergy Academy Chartered Public School School we are highly invested in our students, and all students have the opportunity and support to identify and pursue their individual passions and strengths.

Our Vision:

All students in the greater Concord area have access to high-quality, equity-based academic and support resources that meet their individual needs and cultivate their individual goals and talents. Students from a variety of socio-economic, racial, sexual orientation and cultural backgrounds learn and grow together in community, and gain the tools, skills, and resiliency necessary to thrive in a rapidly changing world.

Experience:

- A licensed or certified special educator in the State of New Hampshire or in an alternative certification path- required
- Evidence of past performance of personnel and program management responsibilities within special services
- Experience around solution focused and integrated classrooms
- Supervisory experience required

Education:

- Bachelors in Special Education or related field- required
- Masters- preferred

Background Check:

- Passing of a Criminal Fingerprint/Background Check

APPENDIX H: SAMPLE
PROFESSIONAL DEVELOPMENT
PLAN

APPENDIX: H

Individual Teacher Professional Development Plan (IPDP)

This individual teacher IPDP template is provided to assist teachers, educational services staff, and supervisors in fulfilling professional development requirements. Educators may use or modify this template or create their own. The sample IPDP that follows the description and template is for a fictional teacher and has been provided for illustrative purposes only.

All active teachers, defined as staff whose positions require possession of the instructional or educational services certificates, are required to have an individual professional development plan. Plans must be reviewed annually.

All active teachers must complete, at minimum, 20 professional development hours annually. However, a teacher's IPDP goals may necessitate more than the minimum requirement of 20 hours. The 20-hour annual requirement may be pro-rated as necessary for teachers with less than a full-time assignment. Ledyard Charter School will provide Professional Development workshops prior to the start of a new school year {Summer Institute}. Teachers will also participate in a full day PD provided by the Charter school Association every March, Best Practice Workshops/presentations.

Creating the Individual Teacher IPDP

The teacher and supervisor should work together to develop the IPDP using New Hampshire Master Plan Professional Development, identify strengths and challenges and related professional learning goals and activities, using multiple sources of evidence to inform the plan. The IPDP should include identified areas for improvement and growth, specific professional learning activities to address these areas, timelines for completion, hours accrued, and reviews of progress. The IPDP must specify, at a minimum:

- one area derived from the results of the teacher's most recent classroom observation/evaluation;
- one area aligned to the teacher's role as a member of a professional learning team, collaboration
- one area aligned with school's improvement goals, as appropriate.
- One area aligned to NH College and Career Ready Standards/Student Academic Standards

Professional learning activities such as grant writing, mentoring a pre-service or novice teacher, facilitating a collaborative team, professional service on boards or committees, teaching a course, making presentations, or developing curriculum should be considered as part of the IPDP when these activities align to IPDP goals.

Step I. Areas Identified for Development of Professional Practice

Synergy Public Charter Academy

Identify in priority order areas for development and growth based on the teacher's most recent evaluation, work as part of a collaborative team, school/district priorities, and any other information/evidence examined to inform this plan. Consider opportunities for the teacher to grow professionally by using his/her strengths and/or by taking leadership roles, as appropriate. For each area, explain the rationale and related sources of evidence for its inclusion.

Step II. Professional Learning Goals and Activities

Determine specific professional learning goals to address the areas identified for development in Section I. There may be more than one learning goal identified per area; some learning goals may address multiple areas. Next, describe one or more professional learning activities to address each goal. For each learning activity, consider follow-up activities, as appropriate, that will help the teacher deepen learning and/or apply the learning to practice (e.g., additional coaching, working with collaborative team). Next, estimate the number of hours the teacher is expected to receive upon *completing both the initial and follow-up activities*. Finally, indicate the required completion date.

Step III. State and School IPDP Support

In the box, summarize the supports the schools Executive Director and Curriculum Coordinator will provide to enable the teacher to implement this plan. The NHDOE Division of Instruction <https://www.education.nh.gov/instruction/curriculum/index.htm>

Step IV. IPDP Progress Summary

Describe evidence of the teacher's progress on the IPDP as discussed during a minimum of one annual conference between the teacher and supervisor. The supervisor and teacher together may also review the teacher's progress toward attainment of the IPDP goals *during* the school year and revise the professional learning goals and/or activities if warranted by evidence of the teacher's progress or lack of progress. Append items of proof to the IPDP as necessary to document progress in addition to the information entered into this form.

Interim Review of IPDP Progress (optional)

For each area identified for the development of professional practice, determine and describe the teacher's interim progress and any revisions made to the IPDP. In addition, enter the sources of evidence that were reviewed and the date of each review.

Summative Review of IPDP Progress (required)

For each area identified for the development of professional practice, indicate if IPDP expectations were met or not met as well as the sources of evidence that were reviewed. Finally, enter the summative review date. A new IPDP will need to be created for the next annual planning cycle.

Synergy Public Charter Academy

Individual Teacher Professional Development Plan (IPDP) Template

| District Name | School Name | Date |
|-----------------|-----------------------------------|---|
| | Synergy Public Charter Academy | |
| Teacher Name | Assignment/Department/Grade Level | Rating & Date of Most Recent Evaluation/Observation |
| | Math & Science | |
| Supervisor Name | Supervisor Title | Plan Begin/End Dates |
| | | to |

I. Areas Identified for Development of Professional Practice

| No. | Areas Identified for Development | Rationale/Sources of Evidence |
|-----|--|--|
| 1 | Project-Based Lessons to make the class more engaging | identified during the last observation |
| 2 | Systems for classroom management to decrease distractions and increase student participation | identified during the last observation |
| 3 | Mathematics, Technology, or Special Education specific courses, readings, workshops | for maintaining license or addition of endorsement |

II. Professional Learning Goals and Activities

| Area No. | Professional Learning Goals | Initial Activities | Follow-up Activities (as appropriate) | Estimated Hours | Completion Date |
|----------|--|--------------------|--|-----------------|-----------------|
| 1 | Project-based lessons integrated into each course taught | course on PBL | lesson planning to include 1 project a month initially | 20 | 8/19 |
| | | readings on PBL | project reviews after each are completed | 8 | ongoing |

Synergy Public Charter Academy

| | | | | | |
|----------|---|---|---|----|----------------|
| | | | | | |
| 2 | Classroom management systems to improve participation and decrease distractions | review classroom systems from the previous year | check on the effectiveness of systems | 6 | 8/19 |
| | | establish changes to improve participation | review changes to lesson planning considering grade improvement | 12 | 8/19 & ongoing |
| | | implement a behavior management system | review changes to behaviors considering attendance & reports | 12 | 8/19 & ongoing |
| 3 | Mathematics is to maintain a license in New Hampshire & Vermont | eg. MathWithTech workshop 8/2019 | write up, course planning | 8 | 6/22 |
| | Technology area to add an endorsement for Computer Science | Code.org workshop 8/2019 | write up, course planning | 40 | 8/19 |
| | Special Education finish Intern licensure or M.Ed | SPED Law & student evaluation courses through Granite State or Plymouth State | reading, writing up materials read | 40 | 6/22 |

III. District and School IPDP Support

District/School Administrator Support Activities

My signature below indicates that I have received a copy of this Professional Development Plan and that I understand and contributed to its contents.

Synergy Public Charter Academy

Teacher Signature: _____ Date: _____

Supervisor Signature: _____ Title: _____ Date: _____

IV. IPDP Progress Summary

Interim Review of IPDP Progress

| Area No. | Demonstrated Progress | Sources of Evidence | PDP Revisions (if applicable) | Review Date |
|----------|-----------------------|---------------------|-------------------------------|-------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

My signature below indicates that I have reviewed the information recorded in the Interim Review of IPDP Progress and that I understand its contents:

Staff Member's Signature: _____ Date: _____

Synergy Public Charter Academy

Summative Review of IPDP Progress (required)

| Area No. | Professional Learning Goals | Expectations Met (Y) or Not Met (N) | Sources of Evidence | Summative Review Date |
|----------|-----------------------------|-------------------------------------|---------------------|-----------------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

My signature below indicates that I have reviewed the information recorded in the Summative Review of IPDP Progress and that I understand its contents:

Staff Member's Signature: _____

Date: _____

SYNERGY PUBLIC CHARTER ACADEMY PROFESSIONAL DEVELOPMENT

Synergy is proud to offer professional development training to all employees at the Academy. Effective PD, provides teachers and staff with the support to foster continuous growth, innovation, and collaboration in their craft. PD at Synergy is aimed at effective teaching with the strong belief that this is the true path to student achievement.

GOALS/AREAS OF FOCUS

- **Learning Cooperatively** (promoting Habits of Mind and 21st Century Skills)
- **Reading/Writing Throughout the Curriculum** (focused on strengthening ELA skills in all disciplines)
- **Quality Learning Communities** (Partnering with the community , etc.)
- **Theories of Learning and Practice** (Experiential and community based learning)
- **Technology** (blended learning in engineering/design and using technology to engage students)
- **Integration Within the Curriculum** (interdisciplinary approaches to education, nutrition, drugs, healthy habits, choices, fit for life, community service)

Employee Professional Development Program

I. Teachers will be provided five days of PD during every contract year.

- 1) Summer Institute (3 days/August: 8/20/24 – 8/22/24)
- 2) Two days outlined in the School calendar (10/14/ & 03/13/)
- 3) Synergy will be responsible for providing the training/workshops and complete agenda for these designated professional development days.

II. Faculty and Staff Independent Professional Development

- 1) Teachers will complete a Personal Learning Professional Development Plan at the start of each school year.
- 2) The PLPDP will be submitted to the Director of Curriculum for review/approval
- 3) Faculty and staff are responsible for researching, planning, gaining approval and completing PD request form.
- 4) Faculty and Staff will be provided a \$400.00 allowance to be used for PD between, July 30th - May 30th.

III. Potential Professional Development Activities

- 1) www.education.nh.gov/key/index.htm.
- 2) CPR or First Aid Training
- 3) Hands on Experiential Learning (Teacher Work Shops, Webinars...)
- 4) Technology Training (Chrome Book, Google Apps training, Web-site training...)

APPENDIX I: RESTORATIVE
BEHAVIOR SUPPORT MANUAL

Appendix: I

Synergy Academy Restorative Behavior Support Manual

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Preventive Methods

Trauma Informed Care

One out of every 4 children attending school has been exposed to a traumatic event that can affect learning and /or behavior. This ratio is higher at Synergy Academy Chartered Public School given our target population. In reaction to the experiences of our student body we ensure that 100% of our staff is trauma informed. Teachers and staff are mandated to follow Synergy Academy Chartered Public School's reporting procedures if there is suspected abuse. Additionally staff works actively to partner with the student's caregivers to share or address problems and to refer families and students to the resources they deserve.

- Maintain consistent routines and protected spaces for student learning
- Provide transition/processing time (students have consistent entry procedures, journaling time and community circles devoted to processing previous events and transitioning into the school environment)
- Provide notice ahead of time when routines are going to change so that students can prepare and know what to expect.
- Give student choices (Often traumatic events involve loss of control and /or chaos, so students can feel safe through choices in learning (ex. Choices in learning environment, ways of showing mastery etc.)
- Set clear, firm limits for appropriate behavior and develop logical - rather than punitive-consequences
- Recognize that behavioral problems may be transient and related to trauma
- Provide a safe space for students to talk about what happened when a traumatic event has occurred (community circle, one-on-one etc.)
- Be aware of triggers
- Understand that children cope by reenacting trauma through play or through their interactions with others

Orientation and ACE's Assessment

During the onboarding process students will be assessed for experience with trauma (triggers, needs, supports), reason for transition (particularly salient in relation to expulsion or behavior) and necessary family resources. This process will help the community to function most effectively in providing the necessary supports for the whole child. We want to ensure that the student and family are receiving the most important support and that Synergy Academy Chartered Public School is able to most effectively work with the family to promote proper development of the student. Synergy Academy Chartered Public School families will be offered a plethora of Synergy Academy Chartered Public School, and Synergy Academy Chartered Public School affiliated, workshops and training around how to best support their students in being successful. Students and families arriving at Synergy Academy Chartered Public School will

participate in the Onboarding Meeting to allow us to ensure that the family is entirely privy to the resources, expectations and systems here at Synergy Academy Chartered Public School. Students and families then engage in a Support Assessment Meeting which is a written and spoken discussion with admin around the needs of the family.

Onboarding Meeting

1. Welcome to Synergy Academy Chartered Public School: School vision and purpose
 - a. Individualized student instruction
 - i. Synergy Academy Chartered Public School online learning platform
 - ii. Flex scheduling and pathways
 - b. Advisory System
 - i. Advisory groups and functions
 - ii. Stop and Reflect Retreats
 - iii. Parent and Stakeholder communication
2. Introduction to Student/Family opportunities
 - a. Gather student interests and connect them to opportunities at Synergy Academy Chartered Public School
 - b. Meet with the Executive Director to discuss the mission and vision of Synergy Academy Chartered Public School and alignment with their goals and needs, as well as review restorative justice model and practice at Synergy Academy Chartered Public School.
 - c. Meet with the Community and Engagement Director to discuss life skills groups and workforce development requirements.
 - d. Meet with the Curriculum and Instruction Director to discuss Individualized Learning Plans (ILP), grading, and scheduling.
3. Scheduling
 - a. Transcript Deepdive
 - i. Review credits
 - ii. Plan goals and scheduling
 - iii. Assign pathways and flex scheduling
 - b. Extracurricular Opportunities
 - i. Assign students to areas of interest

Student Support Assessment

1. Our commitment to you: Admin goes over Student Support Plan
 - a. Trauma-informed instruction (community)
 - b. Case management protocol
 - i. Monthly meetings
 - ii. Advisor check-ins
2. Parent communication (advisor as touchpoint)
3. Non-negotiables: Our community as a safe space
 - a. Drug policy
 - b. Fighting policy
 - i. Synergy Academy Chartered Public School as a physical and emotional safespace

- c. Hate speech
 - i. Potential supports for working through learned behaviors (homophobia, sexism, racism, implicit bias etc.)
- 4. Trauma Assessment (Mental Health Intake)
 - i. Confidentiality from the student community (teachers and staff will know triggers and possible supports but will not know particular traumatic incidents unless shared by student)
 - ii. Assessment is conducted in a one-on-one setting with the Executive Director upon enrollment, prior to starting classes.
 - iii. Assessment is shared with Student Support Services team at case conference and triggers are placed into ILP to be reviewed by staff (Executive Director speaks to student about enrolling in supports)
 - iv. The Executive Director (and the Student Support team) uses the Individualized Learning Plan to assess which organizations and groups are required as support for the student to join the Synergy Academy Chartered Public School Community.

Student Support Pathway: When students arrive with the following traumatic experiences they are required to participate in mentorship “Check-in/Check-Out” for the first two weeks of school. The student will check in with their staff mentor upon arriving at school and before leaving,

| Gang Affiliation | Physical Abuse | Drug Use | Self harm | Parenting Teens |
|------------------|----------------|----------|-----------|-----------------|
| | | | | |

Adult-Youth Partnerships (Advisory Check-in’s)

Given the oppressive and neglectful system many of our students have had to navigate in school, adult-youth partnerships are absolutely imperative to their development and functionality in the larger world. Through the advisory system, our students will receive a consistent touch point in their lives to assist with processing, reflecting, academic performance and personal growth. Check-in’s will happen weekly in person, by video or phone. We ensure that our students are connected and able to process with someone they have built a meaningful and healthy relationship with. Advisory teachers will collect feedback on Synergy Academy Chartered Public School systems and practices, check-in around attendance and independent studies compliance and will ensure the student is able to take full advantage of the multitude of resources offered at Synergy Academy Chartered Public School.

Advisory Communities

Advisory communities are built to provide our students with a family structure that can motivate them and hold them accountable to reaching their goals, serve as a place for consistent and reliable

check-in's and feedback cycles and work to support the health of the students beyond the Synergy Academy Chartered Public School campus. Advisories are partnered with a Synergy Academy Chartered Public School teacher. The teacher's conduct circles, manage work journals, support stakeholder communication and check in with students around their ILP's. Advisories will have weekly circles to build and nourish group culture. They will also participate in school wide competitions based on creativity, relationships, academics and athletics. Will allow space for a student to work on assignments and or projects. If a student feels that a particular advisory isn't the right place for them they must pledge their case to the group and meet with the advisor to ensure that a transition is the best next step. Advisories are meant to be productive and healthy for the student so it is important that they are based on diversifying the students world view, providing them with a network of supports and serve as a safe space for development. With that in mind, the formation of an advisory should not be based on pre-existing cliques and friend groups.

Tips On Effective Classroom Management

Effective Classroom Management is:

- Planned not improvisational.
- Based on relationships not control.
- Preventative rather than simply reactive.
- Controlled and organized rather than chaotic.
- An opportunity for all students and teachers to experience success.

Tips for Arranging the Classroom:

- Have extra supplies available at a location in the classroom where students who have forgotten supplies will be able to go without disrupting other students (i.e. a cup of pencils at the center of each table or the back of the classroom).
- Set a good example for your students by providing a neat and organized classroom.
- Make your classroom look attractive. Use plants, bulletin boards, banners, warm colors, or anything to help make your classroom look aesthetically pleasing.
- Structure your classroom as to avoid chaos and promote learning. For instance, do not place a talkative student next to the pencil sharpener because this creates many opportunities for disruptive behavior.
- The teacher should be able to observe all students at all times and be able to see the door from his/her desk.
- Students should be able to see the teacher/presentation area without having to move or turn around.
- Arrange the room as to allow easy movement.
- Main idea: Make your classroom fun, attractive, motivating, & functional.

Tips for Building Positive Student/Teacher Relationships:

- Follow the Golden Rule – Treat each student with respect and kindness.

- Identify a few students each class period and find ways to individually praise them so that by the end of the week every student in your class has been praised.
- Be available before and after school in case a student needs help or simply needs to talk to you.
- Praise students for good work.
- Praise students for effort.
- Establish appropriate levels of dominance and cooperation.
- Create one-to-one interactions with students.
- Display students' successful work in the classroom.
- Disclose appropriate personal information that your students might find helpful (i.e. share a personal story that helps you describe a particular point of the lesson)

Time Saving Strategies:

- Establish time-saving, efficient routines for collecting papers and distributing materials and supplies (i.e. bins for each subject or class, mailboxes for each student or class).
- ORGANIZE! ORGANIZE! ORGANIZE!
- Establish daily routines.
- Make a "To Do List" at the end of each day so that when you arrive the next morning you know exactly what needs to be done. Prioritize it and list the things that must be done first.
- Create classroom jobs. This will help save you time and teach them responsibility.
- Create a system for monitoring unfinished assignments. (i.e. Keep a clipboard with a list of student names with several boxes for each class next to each name. When you have finished grading the assignments, check off the boxes next to the students who have handed in the assignment.)
- Teach your students how to be organized. Encourage them to have separate folders for each class and a home folder for assignments/notes.
- Create your own filing system. Assign each class a color and keep important lesson materials in each folder.

Instructional Tips:

- Give directions one step at a time and avoid long and detailed directions.
- Use visual aids to help present and review concepts and directions.
- Provide a variety of learning experiences, including peer teaching, cooperative learning, small group instruction, and lecture.
- Provide homework assignments and activities that are meaningful, relevant, and instructional.
- Teach students good study habits and provide a variety of different study suggestions.
- Have your class summarize the lesson or activity at the end of each class.
- Provide students with feedback (about what they did right and wrong).
- Help your students set realistic goals.

Tips for Creating a Positive Classroom Environment:

- Model respect to students by being respectful to them.
- Use humor.
- Greet students at the doorway and in the halls.
- Show enthusiasm and be animated.
- Provide opportunities for every student to succeed.
- Model good listening skills by paying attention when a student speaks.
- Create anticipation for lessons or tasks.
- If a particular student is struggling, provide the student with a classroom buddy who is mature and responsible.
- Create classroom rituals and traditions which build a sense of community.
- Encourage parental and community involvement.

Tips for Preventing Misbehavior:

- Establish realistic and age appropriate rules and procedures.
 - Have discussions with your students about the rationale and purpose of each rule. When appropriate, incorporate student opinions and thoughts into your classroom rules and procedures.
 - Walk throughout the classroom during lectures and seat work to provide assistance and monitor behavior.
 - Keep class work and assignments separate from behavior issues.
 - Carefully plan each class time and have extra plans in case you finish early.
 - Have extra activities available for students to do when they are bored or finished with all their work.
 - Establish routines for transitions (leaving the room, using the bathroom, etc.) and prepare students for transitions by warning them ahead of time.
 - Reinforce and praise appropriate behavior.
 - When deciding whether or not to intervene with a behavior, determine if the problem is solely “teacher-owned.” Does the behavior simply annoy you or is it harmful to other students?
 - Establish a program that teaches self-discipline and responsibility to students. When appropriate, give students extra duties that will help save you time and teach them responsibility.
- dual

Tips for Handling Student Discipline Situations:

- REMAIN CALM AND COMPOSED!
- When correcting misbehavior, communicate in the most private, respectful, and positive manner.
- Make all discipline decisions after the “heat of the moment.”
- Always circle back to reflect on the incident with the student and review expectations.
- Use appropriate humor to de-escalate conflict situations.
- When you feel as if you or your student is too emotional to handle a particular situation, suggest postponing the discussion until both are prepared to talk it out.

- Instead of blaming, use I-messages to explain why the behavior was disruptive. Instead of saying “You’re disruptive” try saying “I lose my concentration when you are talking in class.” This helps to avoid an angry retaliation.
- Use positive self-talk to reduce stress and help to remain in control. Mentally say things such as “remain calm,” “I’m doing a good job at handling this situation.”
- Attempt to de-escalate the situation by providing distractions. These distractions give people the opportunity to cool off.
- Exaggerate issues to help students put the situation in perspective.
- Use stress management techniques such as deep breathing or repeatedly tensing and relaxing your muscles.
- Address only student behavior rather than personal traits.
- Assume goodness, look at behaviors as opportunities to develop skills.
- Do not personalize acting out of students.

Restorative Justice Practices (Safe-Space-Building Circles)

Youth-Run Circles:

As with all aspects of Synergy Academy Chartered Public School, circles are a space that can be led by students, staff, community members or anyone else committed to being trained in restorative justice. Based on qualitative and quantitative data we have found that students want to have the power of running circles and selecting the topics of discussion. The Community and Engagement Director and Executive Director will work with the student council to train interested members to run circles themselves where it is appropriate, and participants agree to have a peer run circle. The Executive Director will observe the youth’s first two circles to provide, support, feedback cycles and coaching throughout their growth as facilitators.

Preemptive Culture Building Circles:

Circles have been found in a multitude of cultures and have been documented most frequently and used most readily within indigenous communities. The purpose of a circle is for everyone to be seen, heard and valued within the discourse. It inherently builds community by encouraging eye contact, vulnerability and honesty. These circles are a method by which to establish relationships, norms and values as a community. Participants will react to the energy of the facilitator.

Life is a Circle

By Black Elk ~ Oglala Sioux ~1863-1950

Everything the power of the world does,
is done in a circle.

The sky is round

and I have heard that the earth

is round like a ball,
and so are all the stars.
The wind in its' greatest power whirls.
Birds make their nests in circles;
for theirs is the same religion as ours.
The sun comes forth and
goes down again in a circle.
The moon does the same
and both are round.
Even the seasons form a great circle
in their changing
and always come back
to where they were.
The life of a man is a circle,
from childhood to childhood.
and so it is with everything
where power moves.

Conducting Circles 101:

Universal Circle Norms: Within the first 3 circles, the facilitator should define these norms and serve as the norm checker throughout the process. Beyond that point the facilitator should begin incrementally releasing responsibility to the participants. In time the students should own the norms and begin to say and define them in their own words without prompting. Integrate feedback from students during feedback into daily operations whenever possible. Examples can be changing PBIS guidelines, to holding events, to including course materials and/or electives.

**Encourage ownership - allow students to change how the norms are phrased and remembered. The more they begin to own and manipulate the language the more easily these norms can live beyond the circle.*

1. Speak your truth - Speak from your own lived experience and recognize it as such. Do not attempt to speak for others. This allows us to respect one another's identity and to welcome more voices into the space. Much of this comes from owning your privilege, upbringing and circumstance as a unique human being in this community.
2. Listen with respect -Humans are naturally poor listeners. With that recognition it is our responsibility to push ourselves to show others that we are truly processing and listening to what they are saying. The difference between "hearing" and "listening" can be vast for creating culture in a circle. Eye contact, body language, response (affirmation, pushback, support) are all components of "listening". Body language can include eye rolling, shoulder shrugging, shaking head, crossing arms, etc. Humans also have the tendency to stop listening when they are uncomfortable. We must encourage ourselves and each other to "lean in" when we feel the most discomfort. That is where true growth happens.

3. There is no need to rehearse- When we rehearse we stop listening. We end up only hearing the voices of those who are far away from us in the circle and as the talking pieces come closer we stop listening and begin practicing. Push yourself to speak naturally and authentically without tuning out.
4. Practice lean expression - Make sure to share the air. Depending on the size of the circle we must cut our talk time to ensure all voices are heard. If you feel you are dominating the space there is a big chance that you aren't learning. The facilitator will help to support the silenced and the amplified speakers to be more balanced in their contributions.
5. No "Yum Yucking" - Apart from the circle norms, there is no such thing as common knowledge or popular opinion in a functional circle. All opinions must be welcomed and discussed in the space. We must all be mindful of our facial expressions and reactions to things we may disagree with.

**In more serious and high stakes circles, participants should have the ability to ask for confidentiality (explicitly). Confidentiality should be assumed but when requested it should be taken seriously and monitored in the community.*

Talking Piece: The talking piece helps to ensure that respect is maintained. For this activity choose a talking piece that has an interesting shape and textures, such as a piece of driftwood. Only the person who is holding the talking piece may speak. The person who is holding the talking piece has a responsibility to maintain the integrity of the circle by speaking from the heart."

- "It is sometimes important to be silent when holding the talking piece; this can help us to listen to our hearts and discover what is true for us." (processing time)
- "When we speak, we speak into the center of the circle, adding our voice and our wisdom to the voices and wisdom of everyone else".
- "Pass the talking piece respectfully from one person to the next".
- "Sometimes we won't use the talking piece"
-

Community Restoring Circles:

Community building circles are a strong tool towards building culture that can be relied on and leveraged during challenging times. The point of these circles is to encourage authentic and challenging conversations in a productive and respectful manner. These circles will happen both as an entire community and as an advisory family. Advisory circles will focus on reflection (Holistic Community Healing), processing and feedback while the campus-wide circles will be focused on challenging topics and critical consciousness.

1. Norms- Always set norms in the beginning of the circle. Even before the games.

2. Game- All circles must begin and end on a positive note. You never end a circle, even at the cost of time, on a serious or painful topic. This does not encourage reconciliation, healing or positive connections to the process of a circle.
3. Low Stakes Warm up- The warm up should always be low stakes/high participation. This means that everyone should be encouraged to participate. Since participation is highly encouraged, people are able to pass. It is the facilitator's job to ensure that they are returned to. If they aren't returned to then it is a safety breach for the participant in feeling valued in the community. The way we treat each other in the low stakes questions will directly reflect what happens in the more serious components of the circle.

Examples:

- Sentence stems:
 - My favorite animal is...
 - I feel most powerful when...
 - I love it how my friend...
 - Open-ended Questions:
 - If you could have any superpower what would it be?
 - What is your favorite sport and why?
 - If you could be anyone for a day who would it be?
4. Medium Stakes (Optional participation) - This should be the first question that begins to dig into the topic or reason for the circle. Participation should still be encouraged but not required. Medium stakes questions ask the participants to think about the topic at large but doesn't yet require in-depth personal reflection.
 5. High Stakes (wait time discussion)- This set of questions should bravely tackle the topic. If it is in a restorative circle it should address the incident and contributors to the breach. If a reflective circle, it should require students to reflect on how they have been affected and reacted to the situation. Participation is always encouraged but not required at this point in the circle. No longer is the talking piece moving in a consistent movement around the circle. It will be more of a popcorn style discussion.
 6. Game- Always end on a positive note!

Retreats and Off-site Events

Independent studies programming and flex scheduling can be hard to navigate. We can find ourselves struggling with executive functions like time management and organization, and the increased pressure to self regulate can become un motivating. Given this reality, it is important for us to come together as a community and to reinvigorate our sense of purpose, reaffirm our goals and to see that the skills we are learning are required in the world beyond our school. Additionally, Stop and Reflect Retreats, field days and off-site summer school programming are an additional preemptive step towards community building that can set our community up to have a productive and successful school culture and is led by our Community and Engagement Director. Students and staff will leave campus and will engage in a new experience as a community. The experience should encourage the group to get out of their comfort zone and to try something new. These retreats will be planned with students to ensure that their interests and needs are

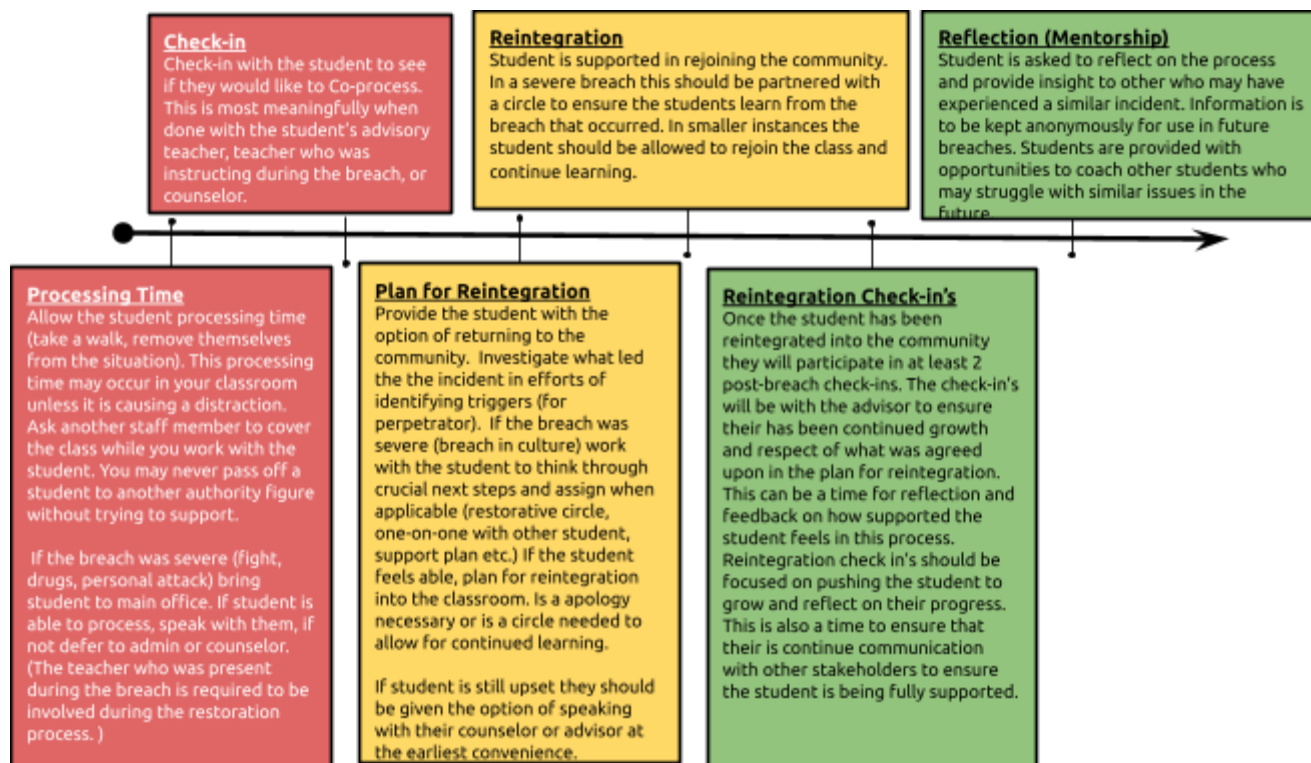
met in working to develop useful habits and support networks. Planning meetings will include students, admin and staff who are interested in creating this community building opportunity.

These events at the beginning of the year (Q1 and Q2) are designed to set culture, build out goals and ensure that every student feels affirmed and known at Synergy Academy Chartered Public School. The events in the second half of the year (Q3 and Q4) are focused on reflection, processing and next steps. All staff and students are encouraged to attend. The retreats are at no cost to the students and do not have grade requirements. Students who cannot attend will engage in an on campus enrichment activity to build culture and help them to address the challenge they are facing that served as the reason for their exemption from the trip. Synergy Academy Chartered Public School will partner with organizations such as Pinnacle in Kensington who specialize in facilitating team building through physical activities and reflections.

Intervention Protocols

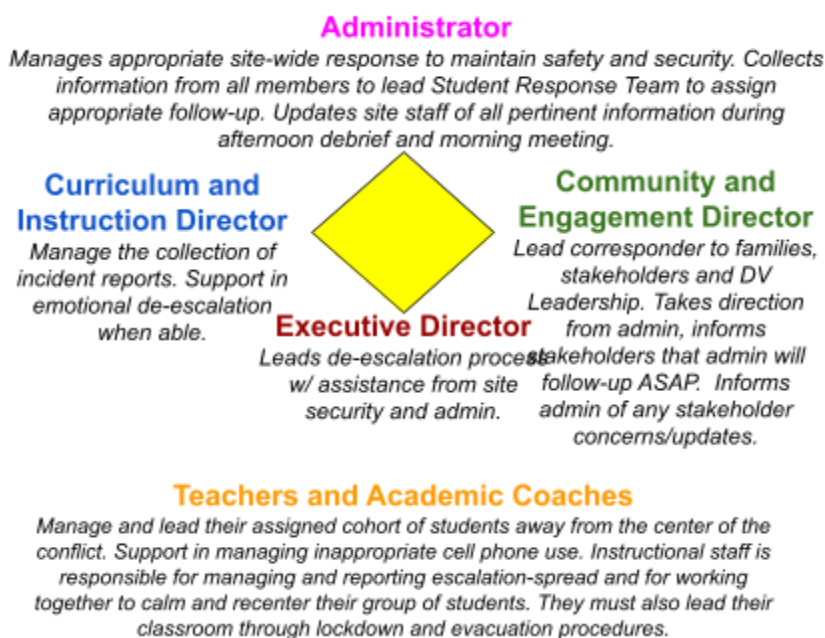
Synergy Academy Chartered Public School High Care Continuum (Restoring Community and Safety)

The Synergy Academy Chartered Public School High Care continuum is deeply embedded in the restorative justice framework. With that in mind, it is centered around the collective growth of the community and individual growth of those involved. We focus on skill development and know that these skills will be utilized in their professional and private lives. The motive of the continuum is reintegration into the community and growth of skills of the members involved in the breach. This includes both youth and adult participants. The motivating ideal in this continuum is that we push and support our students through love, high expectations and care. No one is perfect and everyone can learn and grow. No breaches in behavior will be passed off to other authority figures or resources without first being addressed directly. If the breach involves a teacher, they are not to pass students off to admin, counselors or parents without first working to mend the relationship. After reintegration into the community, stakeholders come together to support the student in turning their situation into a strength by pushing them to reflect on what they've learned and leveraging their input in related conversations and challenges in the future. In efforts of continuously building knowledge and skills to better support our community, we will ask our students if we can document particular behaviors to be noted for other teachers and staff. Confidentiality and legal issues will influence this process but it is our goal to try to continuously update so our students can be fully supported.



Crisis Response Team

Overview: Crisis Response teams are designed to feasibly allocate the reactionary actions that are required during an onsite crisis. In this case, the crisis is due to physically or emotionally harmful interactions across people within the building.



Student Response Team

Overview: Student response teams are strategically composed teams of Synergy Academy Chartered Public School staff members, led by the Executive Director, focused on driving the restorative justice process through ensuring consistency across the campuses, seeking to understand precipitating factors, managing student behavior plans (housed within student's ILPs) and tracking and monitoring behavioral goals. Student Response Teams work to ensure restorative justice processes are seen to fruition, progress is tracked, appropriate correspondence is received and jobs are clearly allocated. Student Response Teams are responsible for assessing and facilitating the appropriate restorative process once an incident has occurred. SRTs meet after a student incident has occurred (reactionary), and weekly during Wednesday PD for planning (preventative). SRTs are solidified at the beginning of the school year and are year-long commitments. The team members receive role-specific training during PD. Staff works to avoid bias by shifting their role in the SRT if a strong relationship with an involved student is present, this does not exempt them from supporting the case. New members cannot be added to the SRT midyear and members should not leave the SRT midyear.

Team Composition:

The Executive Director, site administrators and Academic Coach are always members of the Student Response Teams. In addition, a strong SRT includes a member from each department (ie. teacher, MHT, OM, Behavior Interventionist, AC etc.) This diversity of experience and role allows for situations to be considered with fewer blindspots and more innovative ideas. Following the SRT meeting, the following tasks are completed:

Jobs and Assignments:

1. **Record Keeper:** This person is in charge of updating the students ILP and ALMA log entries (suspensions are always updated by site admin). This person also keeps track of time in agenda.
2. **Incident Report Leads** - A team of two that works together to synthesize the incident reports in order to discuss and present discrepancies, trends and needed follow-up.
3. **Handbook Leads** - Works with the Executive Director to review school policy and discuss how similar incidents have been handled in the past to ensure alignment and consistency.
4. **RJ Manager** - This person can be elected on a case-by-case basis. This person is responsible for managing the restorative process to ensure owners are completing their assignments and progress is being tracked. RJ managers provide daily updates during morning meetings and check-in on owners to monitor progress. Managers can also call additional meetings of the SRT if behavior plans or RJ processes are proving ineffective. No one should volunteer to manage more than two restorative processes at a time. If all team members have two, the remaining will be assigned to admin or external staff members.

Student Response Team Meeting: *Restorative Justice Planning*

Incident Review (25 Minutes)

- a. Incident Report Synthesis -
 - i. Team reviews the incident reports to compile a unified understanding of the occurrence
- b. Precipitating Factors
 - i. Team discusses causal factors and trends
- c. Handbook Review
 - i. Admin reviews any school wide policies that impacts how the situation is handled

Restoration Planning (35 minutes)

- a. Reintegration Plan: How do students need to navigate when on campus?
- b. Date/Time of Pre-conference
- c. Restorative Meeting Facilitator
- d. Restorative Plan (DRAFT) - What needs to be done to move forward? (*Tentative - pending stakeholder and student involvement*)
 - i. Non-negotiables outlines
- e. Job Allocation - Who is responsible for what?

ILP Update: (During Meeting)

This process can be done in real time by a member of the team that volunteers to serve as the record keeper.

- f. Behavioral Incidents
- g. Behavior Plan (*Tentative - pending stakeholder and student involvement*)
- h. Next Steps

Involved parties are notified of next steps (After Meeting by Site Admin)

- i. Students
- j. Stakeholders
- k. Staff (morning meeting and email)

Admin Management:

- l. Review ALMA entries and documentation

Student Response Team Meeting: *Weekly Planning*

Case Conference (25 minutes)

- Updates, concerns and successes discussed regarding current behavioral plans and restorative processes.

Schoolwide Trends (25 minutes)

- SRT uses ILPs, ALMA Data and PBIS systems to review schoolwide trends. Goals are set quarterly and are presented and shared out to all staff. SRT presents at every PD to discuss this data.

Next Steps (10 minutes)

- Next steps are planned and delegated.

| Individualized Learning Plan: Social Emotional Development | | | | | |
|---|---|--|---|--|--|
| Grad Profile Goals | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #800000; color: white;">Strengths</th> <th style="background-color: #800000; color: white;">Goals</th> </tr> </thead> <tbody> <tr> <td> <input type="checkbox"/> Effective Communicator <input type="checkbox"/> Tactful Collaborator <input type="checkbox"/> Skilled Problem-Solver <input type="checkbox"/> Critical Thinker <input type="checkbox"/> Empowered Citizen </td> <td> <input type="checkbox"/> Effective Communicator <input type="checkbox"/> Tactful Collaborator <input type="checkbox"/> Skilled Problem-Solver <input type="checkbox"/> Critical Thinker <input type="checkbox"/> Empowered Citizen </td> </tr> </tbody> </table> | Strengths | Goals | <input type="checkbox"/> Effective Communicator <input type="checkbox"/> Tactful Collaborator <input type="checkbox"/> Skilled Problem-Solver <input type="checkbox"/> Critical Thinker <input type="checkbox"/> Empowered Citizen | <input type="checkbox"/> Effective Communicator <input type="checkbox"/> Tactful Collaborator <input type="checkbox"/> Skilled Problem-Solver <input type="checkbox"/> Critical Thinker <input type="checkbox"/> Empowered Citizen |
| Strengths | Goals | | | | |
| <input type="checkbox"/> Effective Communicator <input type="checkbox"/> Tactful Collaborator <input type="checkbox"/> Skilled Problem-Solver <input type="checkbox"/> Critical Thinker <input type="checkbox"/> Empowered Citizen | <input type="checkbox"/> Effective Communicator <input type="checkbox"/> Tactful Collaborator <input type="checkbox"/> Skilled Problem-Solver <input type="checkbox"/> Critical Thinker <input type="checkbox"/> Empowered Citizen | | | | |
| Grad Profile Goals Explained | <p><i>Student's</i> moods can be unpredictable at times. She is a very personable scholar however; she struggles with separating things that are happening outside of school (with peers and family) from her academics. She is a leader among her peers and has the ability to build positive relationships with staff; it just takes a little longer for her. She struggles with letting go of things and it is often hard for her to move past a situation (whether it is with a teacher or another scholar) without having a conversation about it. When things are done publicly she tends to act out in a more intensified way than if there is a private exchange. She is very sensitive about her space/touching and will become loud or aggressive if she feels as though staff or scholars are violating this. Asking before stepping in is a good strategy to utilize when working with her.</p> | | | | |
| Positive Relationships | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">Positive relationships</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><i>Names of Staff/ Students/ Partners</i></td> </tr> </tbody> </table> | Positive relationships | <i>Names of Staff/ Students/ Partners</i> | | |
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| Strategies | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">Strategies to utilize when communicating/working with Jahblessie</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> ● Check-ins throughout the day with preferred staff (we will come up with a schedule for her during the first month of school) <ul style="list-style-type: none"> ● Classroom jobs ● Frequent check-ins during class time ● Clear Directions when asking her to complete a task </td> </tr> </tbody> </table> | Strategies to utilize when communicating/working with Jahblessie | <ul style="list-style-type: none"> ● Check-ins throughout the day with preferred staff (we will come up with a schedule for her during the first month of school) <ul style="list-style-type: none"> ● Classroom jobs ● Frequent check-ins during class time ● Clear Directions when asking her to complete a task | | |
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| | |
|--------------------------|---|
| | <ul style="list-style-type: none"> • Not engaging in “back and forth” conversations with <i>Student</i>. If she has earned a deduction, use the language and continue with the lesson. Her voice can be loud at times and she may want to engage in a “discussion” about the deduction however, it is best to redirect her rather than engage. • Be aware of your tone/ facial expression when speaking with her. She picks up on others’ tone and will often escalate if/when she notices that your tone or voice is escalating • Proximity when speaking to <i>Student</i> is important. Be sure to maintain at least an arms-length distance when speaking to her as she is sensitive about her personal space. |
| Data PBIS-Integration | <p style="text-align: center;"><i>Students top deductions in Q1</i> Directions Respect Talking back</p> <p style="text-align: center;"><i>Student’s top awards in Q1</i> Asking Questions Honoring Time</p> |
| Behavioral Incidents | <i>Disciplinary Incidents Included</i> |
| Behavior Plan | Behavior Plan 1: Owners: |
| Next Steps | |

The Synergy Academy Chartered Public School Accountability Plan (AP)

The Synergy Academy Chartered Public School accountability plan is a trauma informed and vision aligned behavior support protocol that encourages students to make appropriate decisions within and beyond school. The plan is directly attached to Synergy Academy Chartered Public School’s PBIS system, Class Dojo. Students lose points as they gain levels. Levels, as laid out below, are a part of a progressive behavior support system that attaches consequences as problematic behaviors are addressed and repeated.

| Synergy Academy Chartered Public School Accountability Plan | |
|---|------------------|
| Level 1 | Opportunity |
| Level 2 | Hallway Talk |
| Level 3 | Call Home |
| Level 4 | Lunch Reflection |
| Level 5 | ISS |

Best Practices

- Always provide a clear explanation of why and when the level is given
 - Hey guys, this is your one opportunity to get to class. I'll give you 2 minutes to pack up, when I come back I hope to see you in class, if not we will have to check in (level 2).*
- Clarify classroom expectations daily and how they connect to Accountability Plan levels/Class Dojo
- Levels are for day-to-day corrections and harmful trends, the protocol for major breaches is detailed below (3-step)
- If a student gets to a level 5 twice within the quarter a team meeting must be called
- Harmful Trends begin at a level 3

Level Breakdown

Each behavior is tracked individually and compiles regardless of teacher or staff member who is supporting.

Level 1: Opportunity with Staff Involved-

Student is given an opportunity to correct behavior and is alerted to the consequences; 5 minutes response time

Level 2: Hallway Talk with Staff Involved- Visual Single Check

Teacher check-in with student to seek understanding and is alerted to the consequences; 5 minutes response time

Level 3: Staff Involved Calls Home and Documents in Powerschool

Level 4: Alert Admin to meet with the student + Lunch Reflection

Level 5: ISS + Documentation

Continued Occurrence (2nd time): Full admin meeting called (meeting focused on seeking out the root of the issue, creating a new system moving forward and mending relationships)

Day-to-Day Corrections

Non-violent behaviors that are misaligned to our mission and vision for student success (academic and interpersonal)

Behaviors:

- Cursing
- Inappropriate Tech-Use
- Non-productive all class
- Late to class
- Classroom disruption
- Music

Owners: Academic Coaches and Teachers

Tracking: ALMA

Consequences:

- Follow the AP
- If students get to ISS (lv. 5) more than once in a quarter an admin meeting must follow

Harmful Trends

Problematic trends that have the ability to escalate into dangerous or harmful *outcomes*. These behaviors start at a level 3 on the AP. If they repeat or move beyond a level 3 an admin meeting must be called.

Behaviors:

- Play fighting
- Arena refusal
- Teasing
- Drug paraphernalia
- Non-productive all day
- Unsupervised area

Owners: Teachers and Executive Director **Tracking:** Class Dojo and ALMA (casenotes) **Consequences:** Automatic Lv. 3 on AP, and admin meeting

Major Breaches (Big 5)

Severe breaches in safety and/or trust (expectations) that require a heightened level of support and resources. For these breaches, the 3-step protocol must be followed.

Big 5 Behaviors:

1. Fighting
2. Substances
3. Bullying
4. Weapons

5. AWOL

Owners: Executive Director

Support: Curriculum and instruction Director (consultancy)

Tracking: ALMA (casenotes)

Consequences:

- Time away from the community to heal, reflect and reset (soft or hard suspension)
- Involve stakeholders
- Address challenges through the restorative process
- Engage in a support plan
- Reflect on the incident and sign a contract upon reintegration (a hardstop consequence to avoid reoccurrence)

Fighting Protocol



Preventative Mindset: Never ignore aggression. If ignored, small acts of aggression can quickly grow to more violent aggression.

Step One: ACT

- Walkie talkie Emergency Channel: "Fight: *Location*" (Example- Fight: Basketball court)
- Go toward the scene of the violence
- Quickly review the situation. If the situation includes members of rival gangs/groups, send an onlooker for more adults. Look to see if there are any weapons present.
- In a strong voice, tell students that they must stop doing what they're doing.
- Tell any onlookers to leave the area.
- If restraint trained, and with another adult, attempt to stop the fight
- Executive Director and involved staff** (team member with strongest relationship) support in de-escalation (separate students)
- During isolation, ensure the student is NOT using tech (cell, computer etc.)
- Admin** call parents/stakeholders to notify (Ss safe, we will call once we gather more info)

Step Two: Assess

- ❑ **Executive Director and Involved staff**, gather [incident reports](#) from student witnesses and those involved.
- ❑ **All Staff Debrief** (3:30-4:00pm) walk through incident, derive support plan and schedule pre-conferences

Step Three: Communicate

- ❑ **Administrator/Admin designee** inform parents/stakeholders on plan moving forward
- ❑ Issue soft/hard suspension during the pre-conference period (no more than 2 days)
- ❑ After the incident, document what happened, and share this with other adults as required.
- ❑ **All staff involved**, participate in restorative process

Substance-Use Protocol



Step One: Assess

- ❑ Student reported by community member (staff or student)
- ❑ **Staff (at least 2 ppl)** engages in observation (look for the following symptoms)
 - ❑ Enlarged pupils, bloodshot or glassy eyes.
 - ❑ Odor of substance (marijuana, alcohol etc.)
 - ❑ Increased energy and confidence.
 - ❑ Loss of inhibitions.
 - ❑ Loss of coordination.
 - ❑ Aggressive behavior.
 - ❑ Trembling, twitches.
 - ❑ Paranoia (**being** extremely suspicious)
- ❑ Student pulled and assessed by **admin/admin designee and one other staff member**

Step Two: Communicate

- ❑ Student notified by **Admin/Admin designee** of necessary stakeholder communication
- ❑ Student held in office until pick-up (parent asked to pick-up student)
- ❑ All Staff Debrief (3-4:00pm) walk through incident, derive support plan and schedule pre-conferences
- ❑ **Admin and admin designee** manage the gathering [INCIDENT REPORTS](#) from staff witnesses
- ❑ Admin/Admin Designee schedule reintegration meeting and inform stakeholders of plan moving forward

Step Three: Act

- ❑ **Team meets to construct a tentative support plan (3-4:00pm)**
 - ❑ Consultancy: **Executive Director and Curriculum and Instruction Director**
- ❑ **Admin/admin designee** run reintegration meeting
 - ❑ 1st Occurance: Highly-Student driven
 - ❑ 2nd Occurance: Highly staff and stakeholder driven

Meeting Outcome: Support Plan concretized

Non-Negotiables:

- ❑ Daily check-in with **at least** one staff member (counseling also counts)
- ❑ Contract to establish clear outcomes for a second occurrence

Support Plan Managers:Executive Director, Curriculum and Instruction Director

Bullying Protocol



Step One
Act

Step Two
Assess

Step Three
Communicate

All reports of bullying incidents should be investigated and reported in a timely fashion – within the hour (when possible) of receiving an initial report of bullying.

Step One: ACT

- ❑ Update team via walkie talkie (Example: “*Potential bullying between John and Sarah in classroom 2, assistance needed*”), **Admin report immediately**
- ❑ Staff members must intervene immediately or as quickly as reasonably possible to address bullying behavior.
 - ❑ Identify bullying behaviors. Focus on the behavior, not the person. Refer to the classroom or school rules.
 - ❑ Stop the behavior

Step Two: Assess

- ❑ **ED and admin/admin designee** conference with the students separately
- ❑ **ED and admin/admin designee** collect incident reports for the students involved
 - ❑ Complete [BULLYING REPORT FORM](#)
- ❑ **ED and admin/admin designee** assess students ability to be in the same space together
 - ❑ If unable (due to anger/aggression), ask that stakeholders pick students up immediately
 - ❑ If able, pre-conference with students (see guide above) and coordinate a restorative circle before returning into the space with one another

Step Three: Communicate

- All staff** meet to debrief, review reports and construct a plan moving forward (3-4:00pm)
- ED** inform parents/stakeholders of incident and plan moving forward
- ED** issue soft/hard suspension during the pre-conference period (if needed)
- ED** pre-conference with students to ensure they are prepared to engage in a restorative circle
- ED** run restorative circle

Weapon Protocol



Step One: ACT

- Notify the team walkie talkie (Example: *George has a hand knife, rm 1*) **Admin and ED report**
- Pull the student into the office (**person with strongest relationship** assist)
- Notify the student of the report and confiscate the weapon (lock it up)

Step Two: Communicate

- ED** reach out to stakeholders to notify (review school policy and let them know admin will be reaching out)
- Staff who reported, complete [INCIDENT REPORT](#)
- ED** review school policy with student
- EDt** seek to understand the student's intention behind bringing the weapon
 - If intent was to harm, send home immediately (**ED reachout**)
- ED** inform parents/stakeholders of incident and plan moving forward

Step Three: Assess

- ED** issue soft/hard suspension during the pre-conference period (if needed)
- All staff** meet to debrief, review reports and construct a plan moving forward (3-4:00pm)
- ED** pre-conference with students to ensure they are prepared to engage in a restorative circle
- ED** run restorative circle

AWOL Protocol



Step One: ACT

- Attempt to stop the student from leaving campus (verbally)
- Notify the team walkie talkie (Example: *George has AWOL'd*) **Admin report**
- ED and or Admin** follow student (do not run), use discretion

Step Two: Communicate

- ED** notify parents/stakeholders of AWOL
- Admin/Admin designee** notify staff of the AWOL and next steps
- Staff who reported**, complete [INCIDENT REPORT](#)

Step Three: Assess

- All staff** meet to debrief, review reports and construct a plan moving forward (3-4:00pm)
- ED** schedule reintegration with students and stakeholders

Meeting Outcome: Support Plan concretized

Non-Negotiables:

- Daily check-in with **at least** one staff member (counseling also counts)
- Contract to establish clear outcomes for a second occurrence

Support Plan Managers: Admin, Academic Coach

Restoration

Restorative Circles

Restorative justice practices provide tertiary prevention, after the problem has occurred, with the intention of avoiding recurrence. Most importantly, restorative justice practices are meant to strengthen the community and promote growth in the individuals affected. We have the goal of reintegration and protection of the freedom of our students at the forefront. Restorative practices expands that effort with primary prevention (community building through circles and advisories), introduced before the problem has occurred. The key of restorative justice is to have a community to restore. Restorative circles will be far less effective if there hasn't been meaningful community building structures in place prior to the breach. Within the restorative circle there must be a facilitator or mediator who conducts pre-conferencing, communicates with stakeholders and participants, and makes the tough calls around when a circle is ready to take place.

Step 1: Assess the situation

- The facilitator must communicate with everyone involved in the breach. Assess whether they are able to facilitate given relationships and ties to the people who are involved (can you be impartial? supportive to both sides?)
 - Who was impacted?
 - How were they impacted?
- What larger structure in our community failed to play a significant role in preventing this breach?

Step 2: Pre-Conference

- The facilitator must conduct pre-conferencing with the intention of gathering multiple perspectives, assessing when the participant will be prepared to join the circle and thinking about alternative actions if the circle is not successful or accepted.
- This most often happens at the home of the people involved (provides safety and encourages authenticity).

Step 3: Homework

- The facilitator must take all of the information and think of a positive intended outcome. They must think about what reconciliation would look like and what needs to be heard in the circle. They must also pre plan for emotions and breaches in the circle that they will be expected to manage and support.
- The facilitator should bring food for the participants to “break bread” after the circle. During the preconference you should ask participants what they would like.

Step 4: Conference

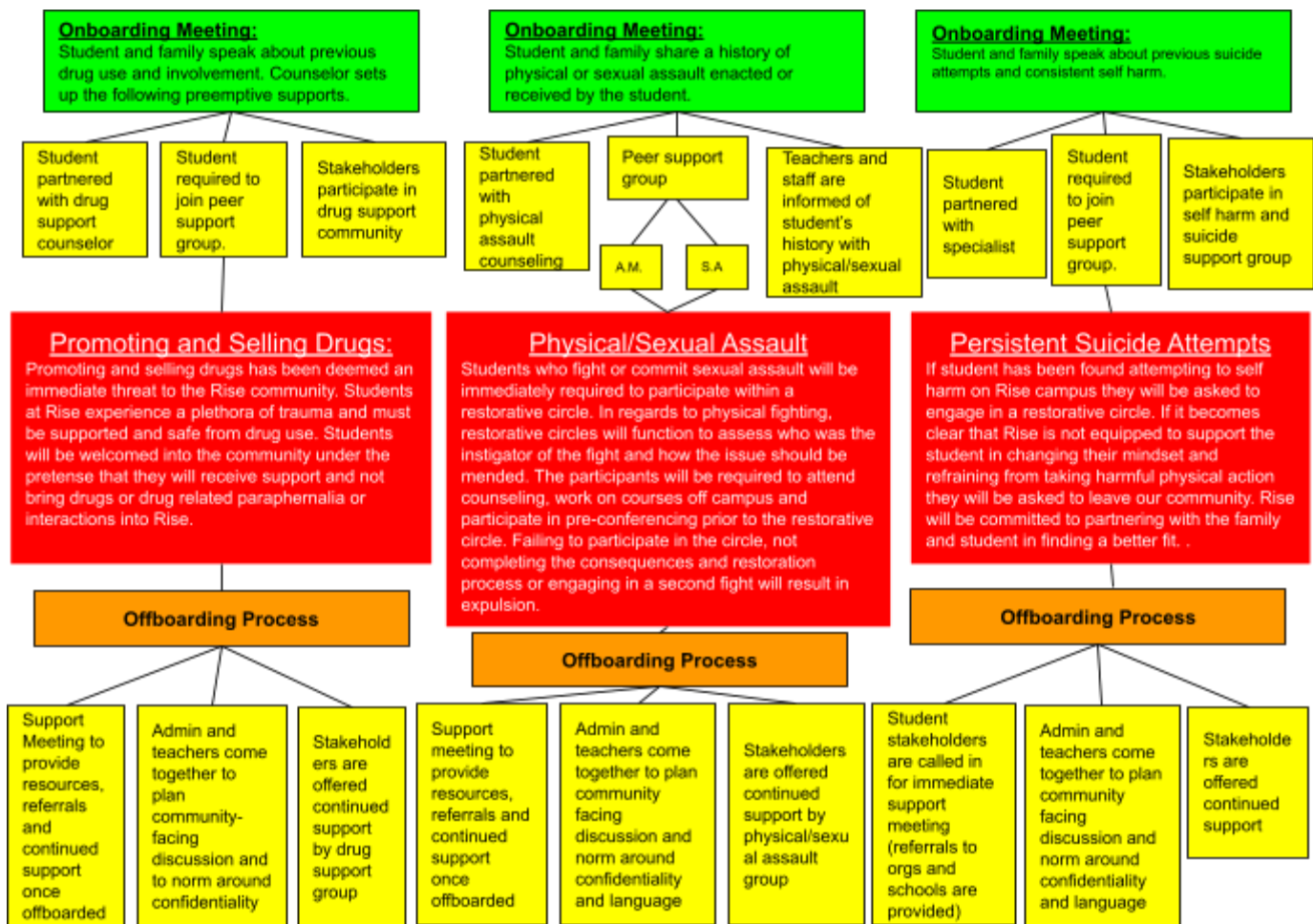
- Be positive, supported and firm in your implementation of a safe space for all participants. If you get to the circle and one party doesn't seem ready you will have to make the call of moving it to a later date after more pre-conferencing has taken place. If the circle is unsuccessful the students must accept the alternative consequences. Students, parents and stakeholders should identify meaningful next steps once the circle has closed.

Step 5: Monitor and Nurture

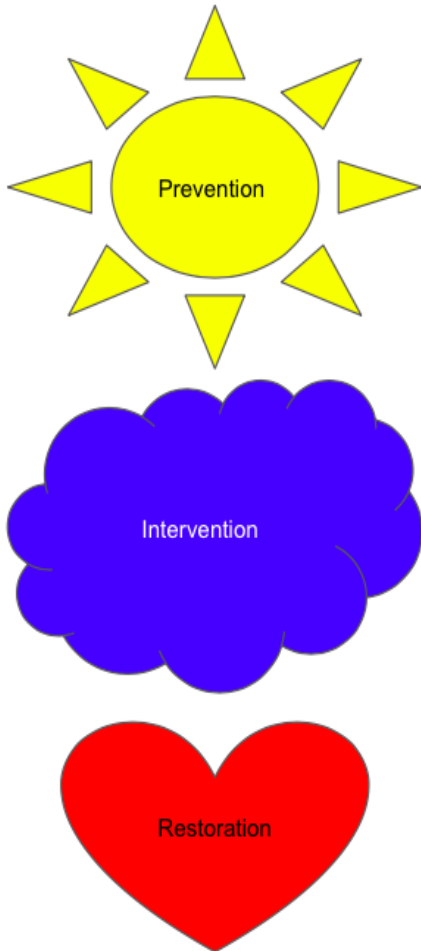
- Make sure that students have a support network that is watching and supporting their healing process. You must call a short update circle for the students to reflect on their growth and what has been done to mend the situation after the initial circle. Reintegration should be evident and actionable steps should be made if it is not happening with fruition.

Offboarding and Referral Process

It is a challenging reality that not every student will be a best fit for Synergy Academy Chartered Public School. Given our incredible partners and vast amount of resources we will be able to serve many, however there are some students and families who may be best fit for other organizations. Offboarding from Synergy Academy Chartered Public School is most commonly a result of a potential threat to the community at large and an inability to effectively reach and support the student.



Overview



| Teachers | Admin | Beh Int. | MHT | Office |
|--|---|---|--|---|
| <ol style="list-style-type: none"> 1. Relationships 2. Orientation 3. Engagement surveys/circles 4. Classroom behavior follow-up 5. Rotating 6. A strong launch and close-out for each class session | <ol style="list-style-type: none"> 1. Relationships 2. Orientation 3. Quarterly student surveys (used in coaching) | <ol style="list-style-type: none"> 1. Relationships 2. Orientation 3. Lead staff in identifying and addressing trends 4. Facilitate circles and mediation | <ol style="list-style-type: none"> 1. Relationships 2. Orientation 3. Classroom observations and guidance 4. Advising staff around student needs | <ol style="list-style-type: none"> 1. Relationships 2. Orientation |
| <ol style="list-style-type: none"> 1. NCI training 2. RAP 3. SLACK when incidents occurs | <ol style="list-style-type: none"> 1. NCI training 2. RAP 3. Manage communications and protocol deployment 4. | <ol style="list-style-type: none"> 1. NCI training 2. RAP 3. De-escalate 4. Establish safety | <ol style="list-style-type: none"> 1. RAP 2. Serve as a consultancy resource 3. De-escalation | <ol style="list-style-type: none"> 1. RAP 2. Support in communications during and after event |
| <ol style="list-style-type: none"> 1. Restorative Justice 2. Family/Community involvement | <ol style="list-style-type: none"> 1. Restorative Justice | <ol style="list-style-type: none"> 1. Restorative Justice 2. Run and manage restorative circles | <ol style="list-style-type: none"> 1. Restorative Justice | <ol style="list-style-type: none"> 1. Restorative Justice |

APPENDIX J: FINGERPRINT /
BACKGROUND CHECK
PROCEDURE



Appendix: J

SYNERGY ACADEMY **BACKGROUND CHECK/FINGERPRINTING PROCESS**

I. Teachers, Administrators, Support Staff, and Volunteers, applying for a position at Synergy Academy are required to complete a background check by following the procedure listed below. Additional information about NH RSA 189:13-a can be found at:
<http://www.gencourt.state.nh.us/rsa/html/XV/189/189-13-a.htm>.

Synergy Academy Checklist:

Use this list to check your progress as you move through the background check process. If you have any questions, please contact the Administrative Assistant to the Director.

AT THE TIME YOU SUBMIT YOUR APPLICATION:

- 1) Call (603) 223-3867 to make an appointment for applicant fingerprinting at the Hazen Drive location.
 - a) Select #3 from the menu options to be connected to the scheduling department.
 - b) Their hours are Monday-Friday, 8:30-3:30. If you do not reach a person when you call, Please leave a message.
- 2) Department of Safety Building, 33 Hazen Drive, Concord, NH, First Floor, Room 124
- 3) Provide the date of your background check appointment to the Synergy Academy Administrative Assistant
- 4) Print a copy of the Criminal History Record Release form. (See attached document.) Bring the form to a notary.
- 5) Complete the form in the presence of the notary and have the form notarized.
- 6) Go to your scheduled appointment. Please arrive 10 minutes prior to your scheduled time. If you arrive without an appointment, you will not be able to be fingerprinted.
 - a) Bring a photo ID with you to the appointment (i.e., passport or driver's license).
 - b) Bring a copy of the notarized Criminal History Record Release form.
 - c) During your appointment your fingerprints will be scanned by qualified personnel Using Livescan fingerprint technology.
 - d) You will leave the appointment with a completed Applicant Livescan Site form and your notarized Criminal History Record Release form.



NOTE: YOUR FINGERPRINTS ARE ONLY AVAILABLE FOR 30 DAYS AFTER YOUR APPOINTMENT.

- a) Be sure to complete the rest of this process as soon as possible after your appointment. If the Department of Safety receives your paperwork after the 30-day mark you will need to complete the fingerprint scan again.

7. Bring the completed Applicant Livescan Site form, the notarized Criminal History Record Release form, and your checkbook to the Administrative Assistant. The Department of Safety will require payment in the form of a check.

8. After processing, your two forms and payment will be sent to the NH State Police Criminal Records Unit to initiate your background check.

9. After the background check is complete, Synergy will be sent a copy of your results.

APPENDIX K: STUDENT RECRUITMENT PLAN



APPENDIX: K

STUDENT RECRUITMENT PLAN

We have already begun developing a network of professionals that are in a position to make referrals to our school. We have met with several non-profits in the greater concord area. We are working with a few state agencies and local school districts to create awareness of our program.

We will provide opportunities for our students that have an interest in public relations, marketing, graphic design, photography, videography, and journalism to be involved as part of the curriculum. Students engaged in these learning opportunities will be tasked with supporting our recruitment plan through digital products i.e. Digital Brochure, Promotional Video, etc...)

Local Press

- 1) Monthly Press Release
- 2) Op ED year one
- 3) Community recruitment events (Open House, Guided Tours etc..)

Social Media

- 1) School Website
- 2) School Facebook page
- 3) Digital Brochure

Student Recruitment Radio Ad

Synergy Public Charter Academy, located in -----, NH, is a public high school designed to serve students who are looking for an alternative to the traditional public school. Synergy is focused on student-centered planning and student-centered learning. We are accepting applications for the 2023/2024 school year. Please visit our website SynergyAcademyNH.org for more information about this unique learning opportunity.

For an application and an interview with the Executive Director, please contact:-----

Community Outreach

- 1) Host local school district Administrator and Guidance Counselors
- 2) Guidance Counselor letter w/ Synergy Brochure
- 3) Work with local Non-Profit organizations in the community



Synergy Promotional Video

This will be a student lead project starting in Year One

Things to Consider: Who (teachers and Students)

What (video/pictures/interviews)

When (classes/activities)

Preliminary Interview Questions

Students

- How is Synergy different from your local public high school?
- What is your favorite part of going to school here?

Teachers

- What class(es) do you teach here?
- What attracted you to this school? Why did you apply to teach here?
- Do you have any prior experience with charter schools? How do you feel that teaching here compares to other teaching jobs that you've had in the past?
- What is your favorite part of teaching here?
- Do you have any specific student success stories that you would like to share?

Director

- What is your mission as a school?
- What exactly is a charter school?
- What types of students do you serve here?
- Do you have any specific student success stories that you would like to share?

Other Administrators/Staff

- What do you have to say about the value of the work that you do here?
- Do you have any specific student success stories that you would like to share?

Pictures/Video to Take

- Walking through town and approaching the building
- Sign outside
- Walking with the students to class through the hallway
- Students walking into or out of the building/students switching classes
- A class in session
- Front desk/administrative offices



APPENDIX: K

STUDENT RECRUITMENT PLAN

We have already begun developing a network of professionals that are in a position to make referrals to our school. We have met with several non-profits in the greater concord area. We are working with a few state agencies and local school districts to create awareness of our program.

We will provide opportunities for our students that have an interest in public relations, marketing, graphic design, photography, videography, and journalism to be involved as part of the curriculum. Students engaged in these learning opportunities will be tasked with supporting our recruitment plan through digital products i.e. Digital Brochure, Promotional Video, etc...)

Local Press

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- 2) Op ED year one
- 3) Community recruitment events (Open House, Guided Tours etc..)

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- A class in session
- Front desk/administrative offices

APPENDIX L: FUNDRAISING PLAN



Appendix L

APPENDIX L.

INITIAL FUNDRAISING PLAN

- I. List of priorities for Synergy Public Charter Academy regarding marketing/development and fundraising
- II. The following is the result of our Fundraising/Development task meeting in preparation for strategic planning.

We have several Trustees with a tremendous amount of fundraising experience. Our board structure will include a fundraising and special events committee. We will create opportunities for nontraditional revenue by utilizing the schools existing infrastructure. Because of our career development and community partnership model, we are in a unique position to create sponsorship opportunities for the businesses and organizations we work with. We will involve our students in a special events campaign. This will not only generate income for our school but will give students an opportunity to develop event planning and fundraising skills. By using a multi-pronged approach to fundraising, this program will be self-sustaining in five years or less.

SYNERGY PUBLIC CHARTER ACADEMY INITIAL FUNDRAISING PLAN 2023

1. Institutionalize quarterly special events.

- a) Develop a minimum of four annual events that appeal to the greater community. Including but not limited to
 - Golf tournament
 - Dinosaur run road race
 - Halloween zombie fest
 - Town-wide scavenger hunt



Appendix L

- Business vs business game show
 - Santa stroll
 - Flea market
 - Concerts
 - Art show
 - Fill a bag holiday event
- b) The board and fundraising committee will work closely with the Staff and students of Synergy to create a wide variety of special events. This will allow our students to develop relationships with local businesses and leaders. They will learn about event budgeting, planning, marketing, and execution.

2. Non Traditional Revenue

- 1) We will identify ways to use our building, staff, and equipment to develop new revenue streams from participation fees and grants and sponsorships we wouldn't otherwise be eligible for.

Examples include:

- Art & Music Classes
- Support groups
- Cooking classes
- Event & meeting space rentals
 - Continuing Education Course Offerings and Adult Diploma Program
- Professional development opportunities (This will also allow us to develop relationships with educators, administrators, and professionals that serve our school population for future marketing initiatives & recruitment)

3. School Store



Appendix L

- a) We will create a school-based business that will tie into the curriculum. Students will learn how to obtain in-kind donations that can be sold, and create and refurbish items in our art program that can be sold. They will learn how to negotiate, track inventory, basic accounting, merchandising, market, and sell all while raising funds for their school.

4. Traditional fund development

- a) We know that one of the ways many charter schools fail is financial. Knowing that we have elected to hire a director of fund development. This position will begin immediately if we are approved for this grant. This will allow us to create a financial cushion before we open the doors. They will be responsible for grant opportunities attainment and compliance for Title Ia, Title IIa, Title IV, and Title VI, federal funds.
- b) This position will also work with students interested in fund development creating another avenue for career exploration.

ACTIONS FOR 2023-2024

- Prepare a list of Executive Board meetings (when and where) and assign board members to attend and task to report via email or at the next board meeting about their fundraising efforts
- Prepare a strategy for attendance – information to gather, information to offer, supporting information that would help Synergy, and determine frequency-enough to be noticed in the local newspaper.
- Review and select the items above for execution in 2023-2024
- Add more ideas with student input to the activities list
- Participation on the Development committee will be open to all Synergy stakeholders.
- When completed fundraising committee will create a calendar of deadlines and responsibilities, and the person responsible

APPENDIX M: TITLE
PROGRAMMING OVERVIEW AND
PLAN

SYNERGY CHARTER PUBLIC ACADEMY

TITLE PROGRAMMING/FUNDS

I. Differentiated Aid: Free and Reduced Lunch (FRL)

- a) Paid at the end of the fiscal year (06/30/) for students enrolled eligible for FRL
- b) \$1,890.00 per eligible student, paid in Sep. for the previous year (Sep. 2024)
- c) Projection: 50% = 31 students x \$1,890.00 = \$58,590

Title One Programming: Title 1 is a federal aid program coordinated through the Department of Education that provides funds to schools. As part of the Elementary and Secondary Education Act, Title 1 authorizes the dispersion of federal grants to states. Each state then distributes funds to school districts based on need. Title 1 coordinators make sure these funds are used appropriately to help disadvantaged students achieve academic success.

II. Title Ia, Eligibility Year Two

- a) Funds based on need (FRL, at or below the poverty line)
- b) Submit the request in year one
- c)

Title Two Programming: The Title II, Part A program is designed, among other things, to provide students from low-income families and minority students with greater access to effective educators. It is critical that State educational agencies (SEAs) and local educational agencies (LEAs) consider how to best use Title II, Part A funds, among other funding sources, to ensure equity of educational opportunity. New provisions in Title II, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), offer new opportunities for SEAs and LEAs to more effectively attract, select, place, support, and retain excellent educators; revisit traditional uses of these funds; and consider new and additional uses of Title II, Part A funds that are innovative and evidence-based.

III. Title IIa, Eligibility Year Two

- a) Master Plan, School-Wide Goals, and Objectives
- b) Individual Leadership goals and objectives match PD expectations
- c) Individual Teacher goals and objectives match PD expectations
- d) Provide professional development programming and activities for all employees at Synergy Charter.

Title Four Programming: TITLE IV, PART A. STUDENT SUPPORT AND ACADEMIC ENRICHMENT

GRANTS. This flexible new grant program officially eliminates the Safe and Drug-Free Schools program and consolidates more than 20 competitive grant programs previously authorized as part of No Child Left Behind, many of which supported the comprehensive needs of students, into one large fund called a “block grant.” The purpose of the Student Support and Academic Enrichment Grants is to improve students’ academic achievement by increasing the capacity of states, districts, schools, and communities to:

- Provide all students with access to a well-rounded education
- Improve school conditions for student learning
- Improve the use of technology to improve the academic achievement and digital literacy of all students

FUNDING ALLOCATION

Funds are allocated to states based on the Title I formula. States then subgrant funds to each district using the same formula.

States may reserve up to 1 percent for administrative costs and must support local districts in providing access to a well-rounded education for all students; fostering safe, healthy, supportive, and drug-free environments; and increasing access to technology and learning experiences supported by technology.

These activities must be coordinated with other schools and community-based services and programs and can include e-partnerships with higher education institutions, businesses, nonprofits, community-based organizations, or other public or private entities.

IV. Title IV, Eligibility Year Two \$10,000

- a)** Develop program through
- b)**
- c)**
- d)**

Title Six Programming: Title VI and Discrimination in Education: Title VI of the Civil Rights Act of 1964 is the primary [education law](#) that protects people from discrimination based on race, national origin, or color in educational programs or activities. The educational programs or activities that are covered by Title VI are those that receive federal financial assistance. The entity that receives federal financial assistance and must comply is known as the recipient. Recipients that must comply with Title VI include state education agencies, vocational rehabilitation agencies, local education systems, colleges and universities, proprietary institutions, and libraries and museums that receive federal funds.

V. TitleVI, Eligibility Year Two

- a)**
- b)**
- c)**
- d)**

VI. Medicaid Billing /Private Insurance

- a) **services for non-special education students**
- b) **Billing for Special Education Students**

Title IA Targeted Assistance School Plan

Name of School: **Synergy Public Charter Academy**

School Year: **2023/2024**

Current Poverty Rate: **Estimate 50%-60%**

(Link to current poverty rates:

http://education.nh.gov/data/attendance.htm#free_reduced_school)

Date School Needs Assessment was completed: **2023/2024**

Data summary used in Needs Assessment (How does your data align with the plan?):
Attendance, Report Cards, Tardiness, Discipline Reports and School-Wide Surveys

Date Plan was Created: **2023/2024**

School Planning and Review Team (members and their affiliation):
**Synergy Public Charter Academy Board of Trustees ,
Director Curriculum , Teachers, Parents, Student Input**

Please check the appropriate option:

X Initial Plan

Annual Update

Focus or Priority school? (Please align all activities with the Innovation Plan)

| Please describe your Title I program activities in simple terms. In this abstract, the district should describe the strengths of its Title I program and practices. Please include specific examples of effective practices and their impact on student learning. <i>All structural elements should be tied to the needs assessment (e.g., common pages data)</i> | | |
|---|--|---|
| Plan Criteria | Explanation | Your School Plan |
| I. Student Selection | <ul style="list-style-type: none"> • Describe your two-step process for selecting Title I students: <ol style="list-style-type: none"> 1) How is the pool of educationally disadvantaged students identified? 2) How will you select the neediest students? • In a narrative, describe how you will include migratory and homeless students in your selection process regardless of the date that the student enters your school. Forms that do not have a point system/or weights are not acceptable. Forms that do not recognize the special needs of homeless and migrant students are also unacceptable. 3 forms of selection criteria, 2 of them must be academic in nature. | <p>Synergy Charter is an alternative high school that has a strong focus on disadvantaged students in our community. 1) We identify students based on their individual learning plans starting with our enrollment process. Achieve 3000 (Lexile scores) 2) Parent/student meetings are held to review the application and a determination is made at that time. 3) Students are then engaged in the creation of their individual learning plans. This occurs through a one-on-one meeting with the Curriculum Director.</p> <p>All Synergy students complete a student expectation sheet every class, every period, and every day. Evaluation of the students, performance, individual learning plan and teacher/administrator recommendation.</p> <p>We work with migratory and homeless students. They complete an individualized learning plan and complete student expectations forms daily. Student can earn five points, every day, every class based on participation</p> <ul style="list-style-type: none"> <input type="checkbox"/> On time, prepared <input type="checkbox"/> No Phone electronics out <input type="checkbox"/> Respectful <input type="checkbox"/> Follows Instructions <input type="checkbox"/> Stay engaged until end of class <p>Poor performance against these bench marks will result in parent</p> |

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| | | communications and potential referral to the Behavior Coach. |
| II. Supplemental Support | <ul style="list-style-type: none"> ● Describe how your Title I instructional program is in addition to the core competency instruction. ● We need to know from your description that the Title I program services are supplemental to what the child is required to receive by law. In order to be in compliance with the law, your program must be able to identify how the services provided by the Title I staff to Title I students are in addition to what every other child receives as part of his/her basic education. | <p>Students that are not meeting school-wide expectations, individual academic goals, and attendance, will receive targeted academic support from the Curriculum Director with support from Special Education Teacher. This support will be conducted before school after school and during X period. These targeted tutorial/coaching supports are in addition to the student's daily support. The Curriculum Director will also engage in weekly communications with the parents of the students identified. Home visits will be conducted on a as needed bases.</p> |
| III. High Quality Instructional Strategies | <ul style="list-style-type: none"> ● Respond to the following: <ol style="list-style-type: none"> 1) Describe how your instructional support model uses only research-based strategies for improving achievement of your Title I students. 2) Describe the curricula you have chosen to support your Title I students. | <ol style="list-style-type: none"> 1) Our one-on one tutorial support is provided (Academic Coach) and parent involvement are two key strategies in helping a student reach his or her academic potential. We employ strategies that will assist a student inside and outside of the classroom. 2) We utilize our competency based curriculum as well as on line educational programs. We utilize on line programs to enhance students typing capabilities and language programs that support English Language Arts, |

| | | |
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| | <p>Explain how it is accelerated and of high quality and will assist Title I students to reach the standards set in the State's curriculum frameworks.</p> <p>3) Describe how you have minimized removing children from the regular classroom during regular hours for instruction. If you do pull students out of class, describe how you will ensure that they are not missing direct instruction from the classroom teacher.</p> <p>4) Include the strategies you will use to provide extended learning time for your Title I students. (This is a priority for all Title I schools.)</p> | <p>mathematics and to remove barriers . Students are exposed to these programs during all academic activity.</p> <p>3) Synergy has a _____ Program that is built into our bell schedule daily. Student identified for this program will be designated for _____ Support during this time.</p> <p>3) Synergy is a hands-on experiential learning opportunity. We are competency based and engage students through several mediums. We create individualized learning plans for every student. Title 1 students will have additional supports outside of the classroom (before school/after school) and during our Advisory program through the schools Curriculum Coordinator.</p> <p>4) All students identified will have a list of accommodations that will support them academically. Extended learning time is one of the accommodations we use with identified students. Students can receive time to complete work before school after school or during Advisory period time frame. The Academic Coach or Special Education Teacher will provide tutorial support in individual and small group setting.</p> |
| IV. Parent Involvement | Describe your plans for increasing parental involvement for this school year. Also, how are parents involved in the planning, | All students enrolled in this program will receive weekly updates to their parents on progress against their goals and objectives. Academic coach and Special education teacher will have weekly communication. |

| | | |
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| | implementation and evaluation of this grant? | Conduct Town hall meetings with parents quarterly throughout the year. |
| V. Professional Development | Describe any professional development activities funded by Title I. Who will participate and how do the activities support the educationally disadvantaged population? Include your evaluation component. How do these professional development activities relate to your PD Master Plan and your district's Technology Plan? | Professional Development will be focused on working with disengaged/disenfranchised students. With a focus on classroom management and tutorial strategies. Teachers are formally evaluated two times a year. We also conduct informal classroom observations. All teachers are given a full-year evaluation. All teachers are required to complete 8 hours of PD on their own annually. Synergy also holds a summer institute that provides 24 hours of PD each year. Lap top accessibility for all students |
| VI. Coordination with Regular Classroom | Describe your steps to ensure that instructional planning for participating students is incorporated into their existing school program. We need to know specifically how and when this coordination happens. If the coordination seems random or inconsistent, your application will not be approved until regular and timely coordination is designed. Describe your record keeping procedures to document this coordination. | We conduct a Student Activities Meeting every Thursday after school. This meeting is attended by school leadership and faculty. The Curriculum Director reports out on student progress and presents academic progress reports and academic strategies for working with students for the classroom teachers. This is a mandatory meeting for all faculty/staff. The curriculum Director provides an agenda and meeting minutes are recorded and provided to staff after every Student Activity meeting. |
| VII. Collaboration with Other Programs | Describe your strategies to ensure collaboration with other programs (i.e., migrant education, special education, ESL, Homeless Education Program, Head Start, | The Advisory makes connections to our nutrition Program as well as our curriculum program. We will make referrals to community services and organizations as needed |

| | | |
|----------------------------------|---|---|
| | Even Start, adult education, violence - including child abuse prevention programs, nutrition programs, housing programs, vocational and technical education, and job training). | Example: We have extended our Cooking and Nutrition program to include weekend care packages of food sent home with students assigned to this program. |
| VIII. Preschool Transition | Describe your steps for assisting preschool children transitioning to your school. | N/A |
| Program Evaluation | <ul style="list-style-type: none"> ● Plans for an annual program evaluation of how the Title I program performed (not individual student). ● Important questions should include <ul style="list-style-type: none"> - How many students did we serve? - What was the effectiveness of the TI interventions and related activities? - What was the impact of our Title I program in helping our struggling students increase achievement? - How many students exited our program? (Be sure to clarify why they exited e.g., SPED placement or met targets) - How much growth did the average student achieve? | <p>Synergy Board Retreat is held in June of every year. Synergy will evaluate our progress with this program during our retreat.</p> <p>Data collection will be conducted by the Curriculum Director and reviewed with the Executive Director.</p> <p>Continues cycle of progress.</p> |

| | | |
|--|--|--|
| | <p>- How much growth did various subgroups achieve? For example: Race, Age, Language Level, Subject, Grade level, Instructor -whatever is relevant</p> <p>* This evaluation should guide your program next year and any program changes should be reflected in a modified school plan.</p> | |
| Checklist for Other Program Requirements | <ul style="list-style-type: none">● Annual meeting● Parent compact● Parent policy | |

APPENDIX N: BUDGET NARRATIVE



Appendix: N

Synergy Academy Budget Narrative

NH Charter Schools received \$7,347.06 per pupil funding for a full school year. State of NH Charter schools have been in existence for over two decades and have been extremely effective in providing quality education to New Hampshire students. We are confident that Charter schools will continue to strengthen and co-exist in the public education system in the State. Challenged with receiving 50% less per pupil local and state financial support than traditional public schools, Synergy Academy has developed a strong financial budget to sustain our educational model.

Our Challenges

- 1) Low per-pupil rate
- 2) Securing a location
- 3) Director and Teacher pay
- 4) Enrollment
- 5) Program costs

Our five-year proposed budget shows a sustainable model that will support 120 secondary education students. We will have the support of the CSP grant award of \$1.5M for year one and a small part of year two of the proposed budget. The grant funds will be used for start-up costs only.

Our budget is based on a conservative enrollment number of 120 students with an operating cost of \$1.127M. Our revenue in year one of the operations is based on \$1,456M, we show a surplus in year one of roughly \$329K. We have forecasted smaller gains in the subsequent five years of the proposed budget.

63% of our revenue will be gained through Charter School per-pupil aid and roughly 20% through Federal State and local Grant opportunities. We will also charge services for students attending Synergy Academy on an IEP and expand on student services provided. Our fundraising goals are set at \$75K which represents only 5% of the schools revenue.

We have built a program structure with a higher emphasis on leadership roles as is outlined in the payroll section of our budget. We show the investment in a Director level position, focused on Fundraising/Development and Community engagement will be a major payoff to our five-year budget goals and objectives. These roles will also support access to additional grant funding opportunities.



These supplements contribute greatly to the sustainability of the school and include

1. Grants from several foundations and organizations.
2. Financial donations from individuals in the community.
3. Material donations from the community.
4. Numerous volunteers who teach classes, mentor students and provide tutoring
5. Employee support from local sending school districts.

Synergy will work with the local school district's Special Education Departments and Administration to improve upon policies and procedures that best serve Synergy Academy students with IEPs. We will establish a billing process for Special education Services as well as Medicaid reimbursement.

We will be aggressive in engaging with the local media during the 2023-2024 school year. We hope this exposure will help strengthen our community ties and will result in increased volunteer support, enrollment, and financial giving.

Synergy will hire a Director of Development and establish a Fundraising Committee focused on acquiring financial and human capital in order to meet the vision of the charter and improve the overall quality of the program. We will implement a Calendar of Events and an Action Plan to support the Board of Trustees' efforts in our annual fundraising campaign.

Programming and academics will be tied to levels of mastery, developmental stages, and workforce development. Our staffing model will reflect the needs for all four years, though we will not provide all years of programming and academics at launch. This will allow certain staff positions to focus a significant portion of their time on development work as we grow toward full enrollment.

We will be targeting 9th and 10th-grade students for our launch year and will have administrative positions providing direct ongoing services to students and designing programming for future grades. Having one individual working on both in each area provides continuity, alignment, and opportunity to integrate real-time learning to program development. Our plan calls for key administrative roles of the Curriculum & Instruction Director and Community & Engagement Director to spend two-thirds of their time during the launch year delivering ongoing services, and a third of their time designing and preparing programming for our 11th and 12th-grade years. We would track and document time on task



to ensure the proportion of time is two-thirds for ongoing and one-third for development work. Below is an example of the breakdown of tasks and whether it would be ongoing or development work.

| Community and Engagement Director | | | |
|--|---|-----------------|--------------------|
| Programming Area | Tasks | On-Going | Development |
| Workforce Readiness | Running groups around career exploration | X | |
| Community Engagement | Field Trips/Site visits for 9th and 10th grade | X | |
| Life Skills | Facilitating soft skills groups | X | |
| Administrative | Running circles and leading advisory group | X | |
| Workforce Readiness | Building MOU's with businesses for job shadows and internships for 11th and 12th grade | | X |
| Community Engagement | Working on MOU's and building relationships with community colleges, local ngos, and other stakeholders to partner with for 11th and 12th grade programming | | X |



| | | | |
|-------------|--|--|---|
| Life Skills | Curriculum design and tool construction for 11th and 12th grade groups | | X |
|-------------|--|--|---|

| Curriculum and Instruction Director | | | |
|--|---|----------|-------------|
| Programming Area | Tasks | On-Going | Development |
| Academics | Develop independent Learning Plan for each student | X | |
| Workforce Readiness | Integrating real life learning into core classes through ongoing lesson development with teachers | X | |
| Community Engagement | Working with teachers to plan community trips that enhance in class learning | X | |
| Administrative | Supervision and evaluation of teaching staff | X | |
| Academics | Design cross curricular lesson plans and projects for 11th and 12th grade | | X |



| | | | |
|---------------------|--|--|---|
| Workforce Readiness | Design Extended Learning Opportunity projects for 11th and 12th graders. | | X |
| Life Skills | Curriculum design and tool construction for 11th and 12th-grade groups | | X |

Synergy will complete a comprehensive Audit report that is submitted annually to the Department of Treasury and the DOE. We will file an annual financial report to the NHDOE called the DOE-25. We will also file an annual 990 and complete a Single-Audit Certification for each fiscal year.