

Nashville Preparatory Charter School
A Proposed Metropolitan Nashville Public School Charter School
Application for Charter
September 24, 2010



Respectfully submitted by:

Nashville Preparatory Charter School Founding Board

- **Ravi Gupta**, Lead Founder, Building Excellent Schools Fellow, Proposed Executive Director
- **Bob Bernstein**, Founder and Owner, Bongo Productions LLC
- **Richard Courtney**, Managing Broker, Fridrich & Clark Realty, LLC
- **Will Pinkston**, Managing Director, TN SCORE
- **Chris Sloan**, Partner, Bradley, Arant, Boulton, Cummings, LLP
- **John Spragens**, Strategic Advisor, Center for Charter School Excellence in Tennessee
- **Sarah Lodge Tally**, Associate, Miller & Martin PLLC
- **Dawana Wade**, Vice President of Community Outreach, YMCA of Middle Tennessee
- **Rev. Neely Williams**, Program Director, Interdenominational Minister's Fellowship Peniel Initiative
- **Lindsay Wright**, Managing Director, Teach For America

For questions or additional information, please contact:

Ravi Gupta, Lead Founder
Nashville Preparatory Charter School
615.538.7284
rgupta@nashvilleprep.org



Table of Contents

Charter Applicant Information Sheet	ii
Assurance Form	iii
Executive Summary	v
Section 1: Mission and Goals	1
Section 2: Instructional Goals and Methods	15
Section 3: Academic Achievement and Remedial Action	79
Section 4: Strategies for Providing Intensive Academic Support	87
Section 5: Budget	91
Section 6: Audit	96
Section 7: Start-Up Timetable and Instructional Days	98
Section 8: Governance	107
Section 9: Governing Body	112
Section 10: Student Enrollment	117
Section 11: Code of Conduct/Discipline	124
Section 12: Health and Safety	132
Section 13: Employee Qualifications	134
Section 14: Sponsoring Entity	141
Section 15: Deposits/Investments/Idle Funds	142
Section 16: Management and Administration	144
Section 17: By-Laws	151
Section 18: Assurance of Liability	156
Section 19: Insurance Coverage	157
Section 20: Transportation	158
Section 21: Financial Commitments	159
Section 22: Facility	160

Attachments:

Attachment A: Five Year Budget
Attachment B: School Daily Schedule
Attachment C: School Annual Calendar
Attachment D: By-Laws
Attachment E: School Safety Plan
Attachment F: Certificate of Existence
Attachment G: Tax-Exempt Status
Attachment H: Board Member Resumes
Attachment I: Conflict of Interest Policy
Attachment J: Waiver List
Attachment K: Timeline for Operations

Appendix:

Appendix A: Letters of Support
Appendix B: BES Follow-On Support
Appendix C: Founding Board Job Descriptions
Appendix D: Staff Manual
Appendix E: Board Committees Responsibilities
Appendix F: BES Fellowship Overview
Appendix G: Supporter Card
Appendix H: Lead Founder Resume

Charter Applicant Information Sheet

Name of Proposed Public Charter School

Ravi Gupta

Proposed School Address (if known)

Nashville, TN

City, County, and School System in which Proposed School is Located

Nashville, Davidson County, Metropolitan Nashville Public Schools

Legal Name of Group (Sponsor) Applying for Charter

Nashville Preparatory Charter School

Primary Contact Person Ravi Gupta

Address 1517 Elmwood Ave, Apt. A

City Nashville **State** TN **Zip** 37212

Daytime Telephone 917-558-3584 **Fax** 617-227-4551

Email Address rgupta@buildingexcellentschools.org

Proposed Grade Levels & Total Student Enrollment

	Grade Levels	Total Student Enrollment
Year One	5	87
Year Two	5,6	174
Year Three	5,6,7	252
Year Four	5,6,7,8	323
Year Five	5,6,7,8,9	386

Ultimately, once all grade spans have been added, what is the proposed grade configuration of the school? 5-12

Brief description of the proposed school’s focus and mission (2-3 sentences):

Educating students in grades five through twelve, Nashville Preparatory Charter School builds the academic and character foundation necessary for success in the most demanding colleges and a life of active citizenship. Nashville Preparatory Charter School maintains a dual focus on solid academic preparation combined with mastery of personal discipline and character. We offer an academically rigorous program with dramatically more time, allowing in the initial grades for two hours of guided reading and writing, two hours of math, an hour of social studies, and an hour of science each day.

Signature of Primary Contact Person _____ Date 09/24/10

Assurances Form

This form must be signed by a duly authorized representative of the sponsor and submitted with the application. An application will be considered incomplete if it is not accompanied by the Assurances Form signed by an authorized individual.

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for **Nashville Preparatory Charter School** to be located at **(location yet to be confirmed) Nashville, TN** true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school:

1. will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the charter school act;
2. will meet the same performance standards and requirements adopted by the state board of education for public schools;
3. will provide special education services for students as provided in Title 49, Chapter 10;
4. will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
5. will follow any federal and state court orders in place in the local school district;
6. will comply with federal and state applicable health and safety standards;
7. will not be a conversion of any private, parochial, cyber-based, or home-based school;
8. will not be a cyber-based school;
9. (if conversion school) will demonstrate that parents of sixty percent of the children enrolled at a public school or sixty percent of the teachers assigned to the school have consented their support to conversion (please provide petitions as attachment);
10. will open to bid all contracts for goods and services in excess of five thousand dollars (\$5,000);
11. will be subject to the provisions of Tenn. Code Ann. §12-4-101 and 12-4-102 with regard to conflicts of interest;
12. will deem meetings of the governing body as public business and be held in compliance with Title 8, Chapter 44, Part 1;
13. will employ individuals to teach who hold a license to teach in a public school in Tennessee or meet the minimum requirements for licensure as defined by the state board of education;

14. will follow state audit procedures and audit requirements;
15. will not charge tuition, unless the governing body of the charter school approves a transfer from another district to a public charter school in its district pursuant to the provisions of Tenn. Code Ann. §49-6-3003;
16. will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;
17. will prepare a budget in the same format as that required by the state department of education for local education agencies;
18. will maintain its accounts and records in accordance with generally accepted accounting principles and in conformance with the uniform chart of accounts and accounting requirements prescribed by the comptroller of the treasury;
19. will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school;
20. will require any member of the governing body, employee, officer or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by Tenn. Code Ann. §8-19-101;
21. will at all times maintain all necessary and appropriate insurance coverage;
22. will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular;
23. will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
24. will follow any and all federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Ravi Gupta
Name of Authorized Signer (Print or type)

Lead Applicant
Title of Authorized Signer

Signature

09/24/10
Date

EXECUTIVE SUMMARY

MISSION AND VISION

Educating students in grades five through twelve, Nashville Preparatory Charter School builds the academic and character foundation necessary for success in the most demanding colleges and a life of active citizenship.

We recognize that demographics need not be the determinant of one's destiny, and we know that a college education is the key variable in breaking the chains of poverty.

Nashville Preparatory Charter School ("Nashville Prep") maintains a dual focus on solid academic preparation combined with mastery of personal discipline and character. We offer an academically rigorous program with dramatically more time, allowing in the initial grades for two hours of guided reading and writing, two hours of math, an hour of social studies, and an hour of science each day. In high school, students continue with one hour of literacy, one hour of mathematics, one hour of foreign language, one hour of social studies, and one hour of science daily, for the entire four years of our college preparatory program.

NEED

All children, regardless of the circumstances into which they are born, are entitled to the highest quality public education. We seek to partner with Metropolitan Nashville Public Schools (MNPS) in providing a rigorous, achievement-driven education to the students of Nashville. While there have been recent academic gains within the district, there exists a great need and opportunity to push the students of Nashville to achieve at the levels required for true college preparation. Nashville Prep will recruit eligible students from neighborhoods throughout Nashville; however, we will concentrate our recruitment on neighborhoods that feed three zoned public middle schools in North Nashville, as these schools serve significantly more economically disadvantaged students than the broader MNPS population. In 2008-2009, Tennessee gave all three public schools in this community failing grades in Criterion Referenced Academic Achievement in Math, Reading, Social Studies and Science. Additionally, one middle school is on the High Priority No Child Left Behind (NCLB) List for 2008-09, indicating that it is not progressing toward its Adequate Yearly Progress (AYP) targets for academic performance, and the children currently attending are not being equipped to succeed at current and future academic levels.

CAPACITY

Nashville Prep will be founded, governed, and operated by a highly qualified team of Nashville's educational, civic, and business leaders. The Founding Board holds a shared belief that all students are entitled to the highest quality public education. Every member of the Founding Board is committed to ensuring Nashville Prep has the resources and governance in place so that it can deliver on its mission of placing every student on a path to college.

Section 1: MISSION and GOALS

Provide a statement defining the mission and goals of the proposed public charter school.

Explain the mission of your proposed public charter school. Provide a clear and concise statement that defines the purposes and nature of the school. Your mission statement should in one or two sentences indicate what the school intends to do, for whom, and to what degree.

Explain the need for this particular school in the community it will serve and the target student population. If your school currently exists and is applying for a conversion to charter status, explain how the school will benefit from becoming a public charter school and how the conversion will more adequately meet the needs of the students being served.

State the goals for the proposed school. Specify in clear and measurable terms what you hope to accomplish in the areas of (1) academic performance, (2) organizational performance, and (3) other school-specific goals.

MISSION AND GOALS

Educating students in grades five through twelve, Nashville Preparatory Charter School builds the academic and character foundation necessary for success in the most demanding colleges and a life of active citizenship.

All children, regardless of their backgrounds, deserve to receive a high-quality public education that prepares them to enter and graduate from the most demanding colleges. We recognize that demographics need not be the determinant of one's destiny, and we know that a college education is the key variable in breaking the chains of poverty.

Nashville Preparatory Charter School ("Nashville Prep") maintains a dual focus on solid academic preparation combined with mastery of personal discipline and character. We offer an academically rigorous program with dramatically more time, allowing in the initial grades for two hours of guided reading and writing, two hours of math, an hour of social studies, and an hour of science each day. In high school, students continue with one hour of literacy, one hour of mathematics, one hour of foreign language, one hour of social studies, and one hour of science daily, for the entire four years of our college preparatory program.

Five **Instructional Imperatives** drive Nashville Prep:

1. Place a premium on literacy and math instruction.
2. Hire and retain a cadre of high-quality, mission-aligned teachers.
3. Provide substantially more time for students to learn.
4. Use a data-driven approach to plan and implement lessons.
5. Employ a variety of customized daily student supports.

Character development complements the scholarly, disciplined environment, so that students thrive in a safe atmosphere conducive to learning. Nashville Prep focuses on enforcing the appropriate consequences for minor infractions, in order to ensure that more significant negative behaviors are less likely to occur. Our culture includes rules, routines, and rituals, all designed and executed to help prepare our students for success in college and citizenship.

Our graduates will be prepared to actively participate and take leadership roles in our larger community and world. Through required public service, advocacy efforts, summer internships, and other civic activities, our students apply the knowledge, skills and character they have developed to help change the world. Our students learn to be poised public speakers, dynamic debaters, skilled negotiators of conflicting information, engaged community members, critical thinkers, and confident leaders.

NEED

The Tennessee Charter School Law was enacted to serve the most at-risk children in our state. Metropolitan Nashville Public Schools (MNPS) serves a largely economically disadvantaged, minority population. Nearly 76% of the MNPS population is considered economically disadvantaged. Approximately 50% of the MNPS student population is African-American, 33% is Caucasian, and 15% is Hispanic.¹

Nashville Prep will recruit eligible students from neighborhoods throughout Nashville; however, we will concentrate our recruitment on neighborhoods that feed three zoned public middle schools in North Nashville: Bass, John Early, and Brick Church Middle Schools. These schools serve significantly more economically disadvantaged students than the broader MNPS population. Approximately 86% of the students at these three schools are economically disadvantaged.² Nearly 85% of the students attending these three schools are African-American or Hispanic.³

Currently, there is a need for a strong college preparatory charter school serving middle and high school students in North Nashville. Charter school student enrollment, as defined by Tennessee Code Annotated (T.C.A.) §49-13-106(a)(1), is limited to the following population:

- a) Students who were previously enrolled in a charter school; or
- b) Students who are assigned to, or were previously enrolled in a school failing to make adequate yearly progress, as defined by the state's accountability system, giving priority to at-risk students; or
- c) Students who, in the previous school year, failed to test proficient in the subjects of language arts/reading or mathematics in grades three (3) through eight (8) on the

¹ <http://quickfacts.census.gov/qfd/states/47/4748000.html>.

² "2009-2010 School Improvement Plan Information Form W A Bass Middle School." (<http://www.mnps.org/AssetFactory.aspx?did=12354>); "2009-2010 School Improvement Plan Information Form John Early Piadeia Magnet Middle School" (<http://www.mnps.org/AssetFactory.aspx?did=12377>); and "2009-2010 School Improvement Plan Information Form Brick Church Middle School" (<http://www.brickchurchms.mnps.org/Asset30825.aspx?method=1>).

³ Ibid.

- Tennessee comprehensive assessment program examinations; or
- d) Students who, in the previous school year, failed to test proficient on the gateway examinations in language arts/reading or mathematics.
 - e) Students who are eligible for free or reduced-price lunch and who are enrolled in Local Education Agencies (LEAs) that have an average daily membership (ADM) of fourteen thousand (14,000) students or more and three (3) or more schools which have missed the same benchmark for adequate yearly progress for two (2) or more consecutive years resulting in such schools being designated as high priority schools.
 - f) Students who are under the jurisdiction of a juvenile court and who, in the court's judgment, would benefit from a work experience and career exploration program.

According to the most recent publicly available data on the No Child Left Behind status of schools in the Metropolitan Nashville Public Schools District, there are a total of 34 schools on the 2009-2010 High Priority List.

While there have been recent academic gains within the district and strong programs and reforms have been enacted by MNPS and the state of Tennessee, there exists a need and opportunity to continue to push the students of Nashville to achieve at the levels required for true college preparation. There remain clear, distinct, and compelling challenges we face to reach our goal of properly equipping our students to graduate high school prepared to graduate from college.

The data in **Table 1.1** shows a variance in achievement levels between Nashville students and those in the state as a whole.

Table 1.1 TCAP Variance

Grades 3-8: TCAP Criterion Referenced Academic Achievement Metropolitan Nashville Public Schools				
3 Year Average	2009		State	
CRT	Score	Grade	Score	Grade
Mathematics	44	D	50	B
Reading/Language	44	D	50	B
Social Studies	44	D	50	B
Science	42	D	50	B

Relative low performance on state assessments has translated into an alarming number of students failing to graduate high school. Tennessee was cited as having the largest gap between the percentage of students proficient in reading and math on state assessments and the percentage of students proficient as measured by the more rigorous National Assessment of Educational Progress (NAEP). In 2007, 90% of students in Tennessee were deemed proficient by the TCAP, whereas 26% of students were labeled proficient on the NAEP. Put differently, more than 60%

of students in the state of Tennessee were proficient on state benchmarks but not by a more widely accepted national standard.⁴ The graduation rate in Nashville stands at 72.6%, meaning that out of 10,000 entering freshman, 2,740 will not graduate high school four years later.⁵ Those students who graduate often lack the skills necessary to be successful in college and the workforce.

The performance of schools in North Nashville is even more alarming. In 2008-2009, the State of Tennessee gave Bass, John Early and Brick Church Middle Schools failing grades in Criterion Referenced Academic Achievement in Math, Reading, Social Studies and Science. John Early is a “High-Priority School” as defined by No Child Left Behind. One magnet middle school exists in North Nashville; however, this school serves significantly fewer low-income students than its open-enrollment counterparts (only 43% of their students qualify for Free and Reduced Lunch) and only 10% of their students live in the North Nashville Geographic Priority Zone for the school.⁶

Both the state of Tennessee and the Metropolitan Nashville Public Schools are taking bold steps toward raising the bar for student achievement, raising the quality and rigor of academic standards and implementing strong remedial techniques to ensure all students gain the necessary skills for success in college and beyond. As Mayor Karl Dean has repeatedly stated, charter schools are an integral part of this effort.⁷

We recognize that demographics need not be the determinant of one’s destiny, and we know that a quality education is the key variable in breaking the chains of poverty. Researchers have found that earning a bachelor’s degree reaps real benefits in the workplace, doubling one’s earning power, when compared to those with only a high school diploma.⁸ A recently released McKinsey & Company report on *The Economic Impact of the Achievement Gap in America’s Schools* finds that “avoidable shortfalls in academic achievement impose heavy and often tragic consequences, via lower earnings, poorer health, and higher rates of incarceration.” The study contends that if the United States had closed the gap between its achievement levels and those of better-performing nations, “Gross Domestic Product in 2008 could have been \$1.3 trillion to \$2.3 trillion higher...representing 9 to 16 percent of GDP.”⁹ **Figure 1.1** outlines the average annual earnings of workers based on education level.

⁴ *Truth in Advertising About Student Proficiency*, United States Chamber of Commerce, 2005.

⁵ <http://edu.reportcard.state.tn.us/pls/apex/f?p=222:20:4193077187160794::NO>.

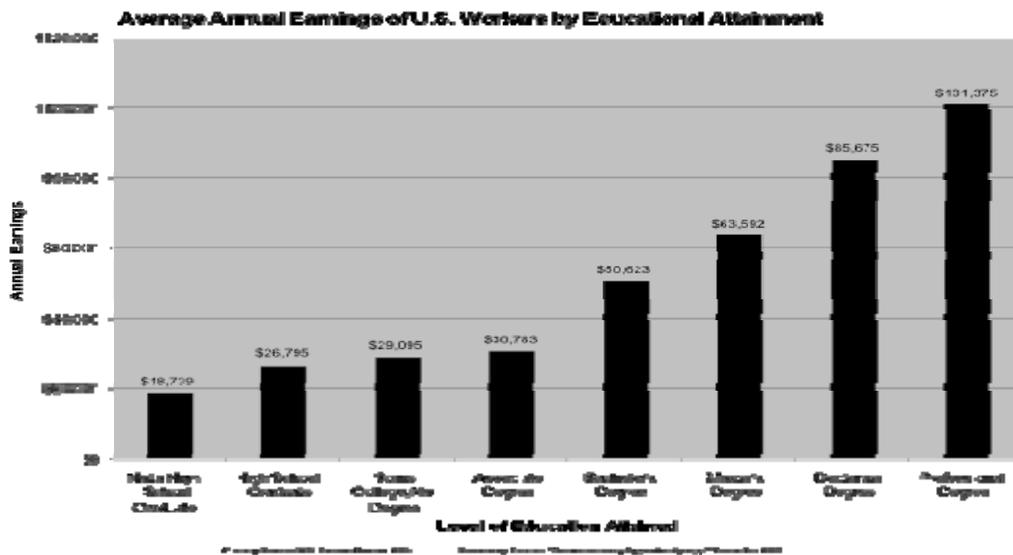
⁶ “2009-2010 School Improvement Plan Information Form Head Middle Magnet School” (available at <http://www.headmagnetms.mnps.org/site8.aspx>).

⁷ See, e.g., State of Metro Address 2010 (<http://www.nashville.gov/mayor/stateofmetro10.asp>).

⁸ “The Role of Higher Education in Social Mobility”, *Future of Children* (Vol. 16, No. 2 Fall 2006).

⁹ http://www.mckinsey.com/client-service/socialsector/achievement_gap_report.pdf.

Figure 1.1 Average Earnings



Approximately 40% of students nationally are expected never to graduate from high school.¹⁰ Studies show that the key determinant to life success is level of education. Over a lifetime, college graduates earn over one million dollars more than adults with only a high school degree.¹¹

Due to the critical impact of education on future earnings power and quality of life, it is incumbent upon Nashville Prep to help students catch up as quickly as possible. Doing so will create the greatest likelihood that higher education will be accessible to them later on in life, ensuring a successful and productive career.

We believe that a strong academic and character foundation is critical to future academic and life success. Nine-year-olds living in low-income communities are, on average, three grade levels behind their high-income peers.¹² We recognize that even in fifth grade, many of our students will come to us with significant literacy and math deficiencies relative to their more affluent peers. This is no excuse for underperformance. Rather, we view this expected gap as a tremendous opportunity to provide our students with the rigorous and supportive education they need. This education, based on the highest academic standards and a powerful focus on strong early literacy acquisition, will allow the students we propose to serve to attain the foundation necessary to excel in college and to ultimately be competitive in their community and globally.

¹⁰ *The Graduation Project 2007*, EPE Research Center, supplement to Education Week’s *Diploma’s Count*.

¹¹ <http://www.postsecondary.com>.

¹² National Assessment of Educational Progress, 2005.

CITY IMPACT

The quality of education in a community correlates to its economic viability. We believe that without an educational system of uncompromising quality, the full potential of a metropolitan area cannot be unlocked.

While the effects of education on individual wealth and economic growth are clear as evidenced by **Figure 1.1**, so too are the consequences of educational inequity on health and social outcomes. According to the Kaiser Family Foundation, “[E]ducation, not income or race, is the most important indicator of life span and health.” The study goes on to state that high rates of infectious disease, poorer health, and shorter life expectancy are outcomes associated with low educational attainment.¹³ Bridging the impact on health and the economy, the Alliance for Excellent Education finds that “if the 1.2 million students who drop out each year earned high school diplomas, states could save \$17 billion in health-care costs over the graduates’ lifetimes.”¹⁴

We recognize the many challenges facing Nashville. We believe that strong public education options ultimately drive the economic and social engine of our city. Recognizing this opportunity, there are many individuals and organizations in our community, such as Center for Charter School Excellence in Tennessee and Teach For America, working alongside Metropolitan Nashville Public Schools to ensure a high quality public education for all children. Our mission is to be a part of this tremendous opportunity to partner with Metropolitan Nashville Public Schools and place some of our most at-risk and under-resourced students on the path to college. We fully support and embrace the strategic goals of Metropolitan Nashville Public Schools, including the acceleration of academic achievement for all students, strong academic and organizational accountability, safety and discipline, and parent and community involvement. We strongly believe that in order for all of the children of Nashville to achieve at the highest level, charter schools must work in collaboration with district schools, optional schools, and other forms of public schools. Innovative ideas and resources must be shared readily and proactively to ensure the academic achievement of all students. We fully support the priorities and initiatives of Nashville Mayor Karl Dean, who has repeatedly stated that education is one of his top three priorities. During his 2009 State of the Metro Address, he made this point forcefully: “all of our students, regardless of race or economic status, [should have] an opportunity to graduate from our schools ready to succeed in college and careers. And if we do this, as a city, there will be no stopping us”¹⁵

¹³ Henry J. Kaiser Family Foundation. (2007, January 3). Kaiser *Daily Health Policy Report*: “Education level a leading factor in good health, longevity, according to health economists.” Retrieved from http://www.kaisernet.org/daily_reports/rep_index.cfm?hint=3&DR_ID=41907.

¹⁴ Carroll, T. (2008, March 25). “Education beats incarceration.” *Education Week*. Retrieved from <http://www.edweek.org/ew/articles/2008/03/26/29carroll.h27.html?r=253264415>.

¹⁵ <http://www.nashville.gov/mayor/stateofmetro09.asp>.

ACADEMIC AND ORGANIZATIONAL GOALS

We believe that accountability is a strong driver of student achievement, and we believe that accountability requires clear, measurable, data-driven goals that fully align with the school’s mission. We believe that a comprehensive and transparent assessment system best supports student achievement, ensuring that all stakeholders are aware of individual, class-wide, subgroup, and school wide performance results. Nashville Prep’s goals and objectives fully support the state-mandated requirement as outlined in T.C.A. §49-13-102 that the school meet or exceed minimum state standards and improve student learning. In addition, our goals and objectives directly correlate with our school’s mission to provide a learning environment that is rigorous, structured, and supportive.

1. Academic Performance Goals

Nashville Prep has developed a series of performance-based academic goals using absolute, comparative, and longitudinal measures that support the goals of the Metropolitan Nashville Public Schools District, the state of Tennessee, and federal No Child Left Behind legislation. Our detailed and rigorous Accountability Plan will guide our academic and organizational goals for the first five years of operation. Students will sit for criterion-referenced and norm-referenced standardized tests to assess and evaluate academic progress in the core content areas. **Table 1.2** details the academic performance goals of Nashville Prep.

Table 1.2 Academic Performance Goals¹⁶

Goal 1: Students will achieve mastery in Reading/Language Arts		Reporting
Measure	Each subgroup of Nashville Prep students will make Adequate Yearly Progress (AYP) in Reading/Language Arts as defined by No Child Left Behind legislation and as measured by the TN Comprehensive Assessment Program.	AYP mid-cycle reports End-of-cycle reports
Measure	At least 70% of all students who have attended the school for two or more years will score in the Proficient or Advanced category in Reading/Language Arts on the TN Comprehensive Assessment Program. At least 80% of students will score Proficient or Advanced in Reading/Language Arts after their third year and at least 90% after their fourth	Annual Report: Pursuant to T.C.A. §49-13-120, Nashville Prep will provide data on student performanc and growth, as well as comparative and trend analyses; reporting will include all subgroups. Annual Reports will be distributed to the chartering authority, sponsor, and Tennessee Department of

¹⁶ All Academic and Perfomance Goals are based on the 2008-2009 TCAP grading scale. We are look forward to reviewing and revising our goals when the new TCAP grading scale is released.

	year.	Education.
Measure	All students at Nashville Prep who have attended the school for two or more years will, on average, attain a rate of proficiency at least five (5) percent higher than the surrounding district average as measured by the TN Comprehensive Assessment Program.	Annual Report
Measure	In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Nashville Prep students on the Reading Comprehension section of the Stanford 10, or similar nationally norm-referenced test, will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.	Annual Report
Measure	At least 70% of 5 th grade students and 90% of 8 th and 11 th grade students who have been enrolled at the school for two or more years will score at least a four (4) on the TN Comprehensive Assessment Program Writing Assessment.	Annual Report
Measure	At least 70% of each cohort of students who have been enrolled at the school for two of more years will read above grade level as defined by performance on interim reading assessments. At least 80% of students will read above grade level after year three and at least 90% after year four.	Annual Report

Goal 2: Students will achieve mastery in Mathematics		Reporting
Measure	Each subgroup of Nashville Prep students will make Adequate Yearly Progress (AYP) in Mathematics as defined by No Child Left Behind	AYP mid-cycle report End-of-cycle reports

	legislation.	
Measure	At least 70% of all students who have attended the school for two or more years will score in the Proficient or Advanced category in Mathematics on the TN Comprehensive Assessment Program. At least 80% of students will score Proficient or Advanced in Mathematics after their third year and at least 90% after their fourth year.	Annual Report
Measure	At least 70% of all students who have attended the school for two or more years will score in the Proficient or Advanced category in Mathematics on the TN Comprehensive Assessment Program. At least 80% of students will score Proficient or Advanced in Mathematics after their third year and at least 90% after their fourth year.	Annual Report
Measure	All students at Nashville Prep who have attended the school for two or more years will, on average, attain a rate of proficiency at least five (5) percent higher than the surrounding district average as measured by the TN Comprehensive Assessment Program.	Annual Report
Measure	In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Nashville Prep students on the Stanford 10, or similar nationally norm-referenced test, will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.	Annual Report
Measure	At least 70% of each cohort of students who have been enrolled at the school for two or more years will perform above grade level as defined by interim mathematics assessments. At least 80% of students will perform math above grade level after year three and at least 90% after year four.	Annual Report

Goal 3: Students will achieve mastery in the Sciences		Reporting
Measure	At least 70% of all students who have attended the school for two or more years will score in the Proficient or Advanced category in Science on the TN Comprehensive Assessment Program. At least 80% of students will score Proficient or Advanced in Science after their third year and at least 90% after their fourth year.	Annual Report
Measure	All students at Nashville Prep who have attended the school for two or more years will, on average, attain a rate of proficiency in Science at least five (5) percent higher than the surrounding district average as measure of the TN Comprehensive Assessment Program.	Annual Report

Goal 4: Students will achieve mastery in Social Studies		Reporting
Measure	At least 70% of all students who have attended the school for two or more years will score in the Proficient or Advanced category in Social Studies on the Tennessee Comprehensive Assessment Program. At least 80% of students will score Proficient or Advanced in Social Studies after their third year and 90% after their fourth year.	Annual Report
Measure	All students at Nashville Prep who have attended the school for two or more years will, on average, attain a rate of proficiency in Social Studies at least five (5) percent higher than the surrounding district average as measure of the new TN Comprehensive Assessment Program.	Annual Report

2. Organizational Performance Goals

The school’s organizational viability will be measured and reported to ensure that fiscal and financial controls are effectively implemented and that the school remains a financially strong and healthy organization over time. We also will specifically measure student enrollment and retention and parent satisfaction with the organization. **Table 1.3** details the organizational performance goals of Nashville Prep.

Table 1.3 Organizational Performance Goals

Goal 1: Nashville Prep will maintain organizational strength by demonstrating fiduciary and financial responsibility.		Reporting
Measure	External, annual audit reports will demonstrate that Nashville Prep meets or exceeds professional accounting standards.	Financial Audit Report
Measure	Budgets for each academic year will demonstrate effective allocation of financial resources to ensure effective delivery of the school’s mission as measured by yearly balanced budgets submitted to Nashville City Schools. The Finance Committee of the Board of Directors will review this budget monthly.	Management Letter Financial Audit Report Annual Budgets Monthly Cash Flow Reports
Goal 2: Nashville Prep will be fully enrolled and demonstrate high levels of daily attendance and student retention.		Reporting
Measure	Nashville Prep will enroll and maintain a class of students equal to our projected enrollment (with attrition) every year.	Annual Report
Measure	85% of students who begin the school year at Nashville Prep will remain in the school throughout the academic year.	Annual Report SIMS Reports
Measure	85% of students who complete the school year at Nashville Prep will re-enroll for the following school year.	Annual Report SIMS Reports
Measure	Nashville Prep will average 95% or higher daily student attendance in each school year.	AYP Report DOE Report Annual Report

Goal 3: Parents will demonstrate high satisfaction with the academic program and the clear and open communication of Nashville Prep.		Reporting
Measure	Parent satisfaction with the clear and open communication by the faculty and staff of Nashville Prep, as measured by an annual survey at the conclusion of the school year, will on average exceed 85%. The percentage of parents completing the survey with average at least 85%.	Parent Survey Annual Report
Measure	Parent satisfaction with the academic program, as measured by an annual survey conducted at the conclusion of the school year, will on average exceed 85%. The percentage of parents completing the survey will average at least 85%.	Parent Survey Annual Report

Goal 4: The Board of Directors will provide effective and sound oversight of the school. School governance and leadership will effectively support the essential work of the school to promote teaching and learning in schools.		Reporting
Measure	The Board of Directors will conduct a formal annual review to measure the effectiveness of the school's leadership using one formal evaluation per year.	Board of Directors Meeting
Measure	The Board of Directors will conduct an annual self-evaluation to assess strengths and weaknesses of the Board.	Board of Directors Meeting
Measure	The Board of Directors will annually review the Bylaws and policies and update, as necessary.	Annual Report Required DOE Approvals
Measure	The Board of Directors will conduct an annual analysis of the school's organizational strengths and weaknesses.	Strategic Plan

We believe in the value of standardized assessment data and also recognize that no single assessment provides a comprehensive picture of student academic progress. In addition to the

standardized measures noted in the above tables, including TCAP and Stanford 10, Nashville Prep will use a myriad of daily, weekly, quarterly, and yearly tools and assessments to monitor the progress of our students toward our stated academic goals. Information on these assessments, including authentic, classroom-based assessments can be found in **Section 3. Table 1.5** details additional internal performance goals of Nashville Prep.

Table 1.5: Other School-Specific Goals – Internal Goals

Goal 1: Students will achieve mastery in Reading		Reporting
Measure	Each year, all students will read at least 20 minutes a day, and a total of 20 independent reading books, as measured by individual Reading Logs.	Annual Report
Measure	At least 70% of each cohort of students who have been enrolled at the school for two of more years will read on or above grade level as defined by performance on interim reading assessments. At least 80% will read on or above grade level after year three and at least 90% after year four.	Annual Report

Goal 2: Students will achieve mastery in Mathematics		Reporting
Measure	At least 70% of each cohort of students who have been enrolled at the school for two of more years will perform on or above grade level as defined by interim mathematics assessments, such as those included in the Saxon Math curriculum and those created by the Nashville Prep staff. At least 80% will perform math on or above grade level after year three and at least 90% after year four.	Annual Report

Goal 3: Students will achieve mastery in Science and Social Studies		Reporting
Measure	70% of all students who have attended the school for two of more years will demonstrate mastery of grade level science and social studies objectives as measured by interim science and social	Annual Report

	studies assessments, such as those included in the FOSS and Scott Foresman curriculum and those created by the Nashville Prep staff. At least 80% will score Proficient or Advanced in Science and Social Studies after their third year and 90% after their fourth year.	
--	---	--

Goal 4: Students will complete Homework		Reporting
Measure	For each day that school is in session, an average of 90% of students will complete and turn in all homework as measured by daily homework checks.	Annual Report

Section 2: INSTRUCTIONAL GOALS and METHODS ---

Detail the proposed instructional goals and methods for the school, which, at a minimum, shall include teaching and classroom instruction methods that will be used to provide students with the knowledge, proficiency, and skills needed to reach the goals of the school.

Provide a general description of the teaching and classroom instruction methods that will be used by the proposed school. Explain the theory and research base supporting these approaches to educating the target population.

Describe the school's curriculum by summarizing the levels of knowledge, proficiency, and skill expected to be achieved by students in core subject areas at each grade level. Demonstrate how the school's curriculum meets state content standards. Explain how your school will educate children with special needs. Provide details about how limited English proficient learners, disabled students, and at-risk students will benefit from your proposed teaching and classroom instruction methods.

EDUCATIONAL PHILOSOPHY ---

“Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development.” - Kofi Annan

In support of our stated academic goals, Nashville Prep's core educational philosophy is based on the following beliefs:

1. All children can learn and achieve at high levels.
2. Skilled and dedicated teachers drive exceptional results.
3. Strong school culture spurs a strong learning environment.

1. All children can learn and achieve at high levels.

“Academic excellence is not the province of any one group; rather it is a standard, a level of achievement to which students can aspire regardless of race, ethnicity or social class. It is a common ground and therein lies the power.” – Rafe Esquith

Schools that offer high quality programs and produce outstanding results for students do so because they expect excellence from all members of the school community, and they create the structures and systems that support that expectation. Research on urban, public, high-performing schools has demonstrated again and again that a high bar, calling forth the best efforts of students and staff alike, is essential to producing high levels of academic mastery.¹⁷ In these schools the expectations are high, clear and consistent day to day. Each member of the school community

¹⁷ U.S. Department of Education, *Successful Charter Schools* (2004); and Abigail and Stephan Thernstrom, *No Excuses: Closing the Racial Gap in Learning* (2003).

knows that good is not “good enough,” and that only excellence is “good enough.” Nashville Prep will be that type of school. Moreover, the challenge to personal achievement will be matched with the tools and the support to meet that challenge. At Nashville Prep, there will be no substitute for excellence - and no excuse for mediocrity. Artificial inducements to bolster self-esteem will have no place in our school. Instead, we will encourage students to look to their academic achievement, excellence in character, and the persistence and depth of their effort to comprise the foundation upon which their self-esteem will be built.

We believe that all students can be prepared to enter and succeed in college. It is a fundamental right for every child to have access to a high quality public education and a focus on college preparation. While many urban schools struggle with the challenges students bring with them, there are schools serving economically and socially disadvantaged students that successfully prepare their students for college and life success. Like these college preparatory schools, we believe that through a rigorous curriculum and a culture of urgency, accountability, and high expectations, the achievement gap can be closed.¹⁸ It is upon this model of success that Nashville Prep is designed. Students will meet whatever academic bar is set for them if provided with the structures and supports to get there. It is our responsibility to ensure we set the highest of expectations and support nothing less than our students meeting or exceeding that bar. It is this steadfast belief in the ability of our students that will set the stage for outstanding student learning and achievement that directly supports the legislative intent of the Tennessee Charter School Law as outlined in T.C.A. §49-13-102.

2. Skilled and dedicated teachers drive exceptional results.

“Great teaching is an art. In other arts—painting, sculpture, the writing of novels—great masters leverage a proficiency with basic tools to transform the rawest of material (stone, ink, paper) into the most valued assets in society.”¹⁹ – Doug Lemov

We must invest in exceptional teachers to achieve exceptional results. With our mission, curriculum, and school culture as the foundation from which our students will excel, we must recruit, support, and retain the nation’s highest quality teachers. We firmly believe that this investment is paramount to the academic success of our students. We have budgeted \$20,000 in staff recruitment costs per year to ensure we have the resources to identify only the best instructors.

Research has shown that teacher quality is the most significant indicator of a student’s academic performance. A University of Tennessee Value-Added Research and Assessment Center study

¹⁸ Through the Building Excellent Schools Fellowship, Lead Applicant and Proposed Executive Director Ravi Gupta has visited and studied high performing urban charter schools that demonstrate the ability of typically underserved students to achieve at high levels. For more information on the Building Excellent Schools Fellowship, please see Appendix F. Mr. Gupta has also completed an extended school leadership residency at Democracy Preparatory Charter School in the Harlem neighborhood in New York City and Democracy Prep Blackstone Valley in Rhode Island. Both schools far exceed school performance averages for student performance and both schools have been recognized as gap-closing schools serving a similar population as Nashville Prep intends to serve.

¹⁹ Lemov, Doug. *Teach Like a Champion*. San Francisco: 2010.

finds that students with teachers who rank in the top quartile in effectiveness make gains over the school year that nearly quadruple those of the students with the least effective 25% of teachers.²⁰ Moreover, the National Commission on Teaching and America's Future finds that students with quality teachers made five (5) times the academic gains as students placed in smaller classrooms.²¹ Teacher effectiveness is found to have a significantly higher impact on student academic achievement than class size. We will recruit the most committed and most capable teachers, offer competitive salaries²², a mission-oriented and achievement-focused team environment, and provide comprehensive professional development. Our teachers will believe that all children can learn, work relentlessly so that all students do achieve, use data to effectively drive instruction, and be warm and strict regarding all academic and behavioral expectations. Underscoring the importance of our staff to student achievement outcomes, we have dedicated over 70% of our budget to personnel.

We will invest the resources necessary so that our teachers have the tools they need to realize our vision of placing every student on a path to college. Our teachers will be supported through frequent professional development, including 20 summer training days, nine (9) school year full days, 29 early dismissal Fridays, and outside programs and courses chosen by individual teachers as well as planning and collaboration periods scheduled for every teacher every day. By creating a culture that demonstrates that 'only the best teachers work here' and continually providing opportunities to demonstrate leadership, observe best practices, and participate in specific customized training sessions, teachers will realize that they are valued.

3. Strong school culture spurs a strong learning environment.

"We are what we repeatedly do. Excellence, then, is not an act, but a habit." – Aristotle

For a school to produce a long-term track record of academic excellence, it must build a positive school culture around character development and behavioral expectations and performance. A school's environment is not determined by size or physical locality. It is the culture communicated by the leader to the staff, who in turn communicates it to the students, that sets the stage for academic excellence. Within a small, safe and structured environment, we will:

- Establish clear behavioral expectations
- Relentlessly model correct behavior
- Enforce rules, warmly yet strictly, immediately and consistently
- Develop and reinforce strong character traits
- Sweat the details

²⁰ Saunders, William L., and June C. Rivers, "Cumulative and Residual Effects of Teachers on Future Student Academic Achievement." *Research Progress Report*. University of Tennessee Value-Added Research and Assessment Center. November 1996.

²¹ "What Matters Most: Teaching for America's Future." Report of the National Commission on Teaching & America's Future. 1996.

²² Due to our high expectations, longer hours, and the quality teachers we intend to employ, all beginning teachers will earn a higher salary than that provided to beginning teachers in Metro Nashville Public Schools. Lead teachers, on average, will earn more than 10% more than their district counterparts.

We believe that a rigorous academic program must be executed in a manner that maximizes student enthusiasm and engagement as well as setting clear expectations for behavior and values. At Nashville Prep, we will explicitly teach and model clear behavioral expectations to create a positive, enthusiastic learning environment imbued with respect and burdened with no distractions. Within this structured framework, our students will develop ethical character and leadership traits through our Core Values: Discipline, Respect, Enthusiasm, Accountability and Mastery (DREAM). The goal is for Nashville Prep students to not merely do “well,” but also to do “good.” Our school culture will make it “cool” to do well – and to help others. Through clear rules and constant positive reinforcement, all Nashville Prep students will learn to take responsibility for themselves, their school, and their community.

EDUCATIONAL FOCUS

Nashville Prep is a college-preparatory middle and high school and, as such, the message to all Nashville Prep students will be clear: **You are going to college.** In our society, an outstanding, college preparatory education has developed into a privilege, not the absolute right that it must become for every student. The focus of our work and our students’ success is clear: college. Nashville Prep is dedicated to ensuring that our graduates have the necessary foundational academic skills and knowledge, and that they are fully prepared to enter in and succeed at the most rigorous, high-performing public and private colleges in Tennessee and beyond.

The unconditional nature of our college preparation model comes from a belief that all students must at least have the opportunity to choose college and the opportunity to be ready to make such a choice – not that they are excluded from higher education because of a lack of academic preparation. The familiar refrain ‘college isn’t for everybody’ frequently excuses low expectations. In today’s competitive job market, fewer intellectually challenging or financially rewarding jobs are available to those without college degrees. Regardless of the ultimate decision of a Nashville Prep graduate, we will fully support and equally educate all of our students throughout their time with Nashville Prep and equip every one of them with a firm academic background rooted in literacy and mathematics, which will prepare them for their next steps, college or otherwise, after Nashville Prep.

Our educational focus on and pursuit of college as a goal for our students is based on considerable research about the opportunities provided by a college education and the low college attendance and graduation rates of minority students. College graduates have access to a considerably larger array of career options than non-graduates. At Nashville Prep, we will work to open doors for our students so they can be what they want to be. Without a strong educational foundation, the career opportunities for young people narrow significantly.

INSTRUCTIONAL GOALS AND METHODS

“Feedback from better data systems should drive continuous improvement in schools - providing teachers with new opportunities to collaborate, learn from each other, and take on leadership roles.” – Education Secretary Arne Duncan

Teachers at Nashville Prep will implement multiple methods of instruction in order to convey skills and content knowledge for each course. Each of these methods is listed below.

Gradual Release of Responsibility for Learning (commonly referred to as “I-WE-YOU”)

Perhaps the most powerful pedagogical strategy teachers will use is the consistent, clear modeling of both new behaviors and new academic skills. Teachers will accomplish this by utilizing the Gradual Release of Responsibility model, commonly referred to as the “I-WE-YOU” instructional process. In the “I” stage, the teacher models the behavioral or academic skill by having students watch while he/she works through the new skill step-by-step. Teachers then allow the modeling to shift to the “WE” stage. Teachers might allow the students a chance to work through each step of similar problems, reinforcing the same skill. Teachers then slowly let students take more and more of a role in practicing the skill. Finally, when the teacher is confident that students can handle the task/skill on their own, the class moves to the “YOU” stage. Teachers then support and check for understanding as students work independently to master the skill. The “I-WE-YOU” process will be used in each class throughout the day.

The key to the success of the “I-WE-YOU” technique is the teacher’s judgment on when to move from one step to the next. Teachers should only move to the “WE” stage (guided practice) when students have had ample teacher modeling, and in the most important piece of teacher judgment, students should only move to the “YOU” portion (independent practice) when the teacher is confident that the students can successfully complete the task independently. This prevents students from being required to demonstrate independent thinking and learning before they have had enough practice and feedback to be successful.

Flexible Ability Grouping of Students to Differentiate Instruction

We believe that flexible ability grouping is the most effective and strategic way to differentiate instruction for students at different academic levels, and as a result, all students will be placed into one of three flexible ability groups for math and reading based on the baseline data generated from diagnostic testing during the student orientation period.²³ Flexible ability grouping will be a mechanism designed to differentiate classroom instruction (i.e. pace at which a subject matter is taught, amount of review spent on one lesson versus another) for students of varying ability levels; however, all students, regardless of grouping, will be required to master the same curricular content and the same outcomes are expected for all students, and all students must pass the same end-of-year comprehensive examinations. Research has shown that when

²³ This model is based upon best practices observed and studied at Roxbury Preparatory Charter School in Roxbury, MA.

ability grouping is utilized in a flexible manner, with appropriate curricular adjustment, and with consistent expectations and assessments across groupings, significant achievement gains can be realized.²⁴

As students develop skills and master content, they will be able to transfer to different ability level groupings throughout the year.²⁵ Our model of frequent assessments allows teachers to monitor student progress across ability groups and make appropriate curricular and grouping decisions based on concrete data. This allows us to quickly identify students who initially test at low levels but who show rapid academic progress to transfer to the group that will maximize his/her continued academic growth. Conversely, it also allows us to quickly identify students who are struggling and need to transfer to another group to solidify their foundation of basic skills. The flexibility of class groups will minimize student distractions and low achievement due to boredom and/or lack of challenging material or understanding. Flexible ability grouping is *not* meant to be in lieu of or supersede any supports, accommodations or modifications Nashville Prep will make or be required to make for its students with disabilities.

It is also important to emphasize that flexible ability grouping is not the same as “tracking” – an often-destructive system used in many public schools to label students and pre-determine their academic achievement. As used in traditional public schools, “tracked” students are placed into separate curricular programs, with different curriculum, different exams and different expected outcomes. Often times a student is given a label in junior high school that he/she will carry through the remaining school years. Therefore, we will be very intentional about not disclosing grouping designations to students or any member of the faculty except for teachers and the administrators directly involved with or responsible for instruction. We will treat each group the same, with the same expectations of proper behavior and hard work inside and outside of the classroom.

Reading Across the Curriculum

Literacy serves as the crux of our academic program. As a result, we will ensure that a focus on literacy permeates across the curriculum. Emphasizing reading across the curriculum: (1) provides additional time to develop reading comprehension skills and produce avid readers; and (2) develops readers able to easily access content regardless of the subject matter. This will ensure that students become familiar with a variety of texts (fiction, non-fiction, technical, newspaper and journal articles) and the way ideas are expressed in different genres. Students will develop reading comprehension skills through practical application rather than in isolation. This will have a lasting impact on their ability to learn both inside the classroom and in real world situations. Teachers will be provided with professional development on implementing reading across the curriculum during our comprehensive Summer Professional Development, with reinforced professional development during early dismissal Fridays.

²⁴ Tieso, Carol L. (2003). “Ability Grouping is not Just Tracking Anymore.” *Roeper Review* Vol. 26.

²⁵ Transfers between different groupings, if any, will be made at the end of each trimester based on data generated from the end of the trimester comprehensive exams.

Writing Across the Curriculum

For Nashville Prep students to excel in high school and college, they must be able to write with fluidity, clarity, and style. This can only be accomplished by giving students numerous opportunities to write. Nashville Prep will provide students with such opportunities by emphasizing writing across the curriculum. The high expectations for writing will be the same whether students are in reading class or science class. Specifically, in science class, when completing a lab experiment, students will write a short paper and/or accompanying essay on the lab experiment explaining how they performed the experiment, the specific findings from the experiment and how the findings might or might not affect their everyday life. In social studies/history and math, students will keep a journal to write reactions in their own words to information received in class or from reading. In addition, in all classes, students will keep a vocabulary log of all the key content area terms. In all classes, teachers will require daily “exit tickets” to check for understanding on the day’s topic. An "exit ticket" is a short piece of writing done at the end of a lesson or at the end of a class period. Before class begins, students are told what their “exit ticket” topic will be, and they are reminded of the topic throughout the class. When students leave class or finish a class lesson, they turn in their "exit ticket" responses to their teachers. Teachers also will quickly read through the responses to formatively assess learning and to determine what information might need to be re-taught or revisited the next day or during the week. Emphasizing writing across the curriculum will give students the opportunity to become fluid in a variety of writing styles and will help to further develop student vocabulary in all subject areas. Teachers will be provided with professional development on implementing writing across the curriculum during Summer Institute, with reinforced professional development on early dismissal Fridays.

Format Matters

Not only do we expect that students answer questions correctly, we expect that they answer well. At Nashville Prep, students are required to ask and answer questions and address teachers and colleagues in complete sentences, using proper grammar, with strong, articulate voices. At Nashville Prep, including in each classroom, a student will be corrected on his/her format if an answer or question is given using incomplete sentences and/or improper grammar. How students communicate their knowledge is just as important as the knowledge itself. For example, if a teacher asks the class “Why does Maya Angelou entitle her memoir *I Know Why the Caged Bird Sings*?”, a student who answers “Because XYZ” will be redirected to answer the question using the correct format of a complete sentence - “Maya Angelou entitled her memoir *I Know Why the Caged Bird Sings* because XYZ . . .”. The focus on format helps students build habits and communication skills that are necessary for success in college and beyond. While some educators believe that such a focus on speech format has been viewed as unnecessary and interfering with a student’s learning, at Nashville Prep we reject such sentiments. Language can be a great barrier to one’s success, even for native speakers of the English language. For a large number of low-income, minority students in particular, the inability to express themselves using proper grammar and complete sentences with strong, articulate voices has inhibited their success inside and outside of school. All children bring with them home and social language, whether or not it is English. However, all children must learn academic English for future success in

education and work. In order to fulfill our mission we have to ensure that our students are fully prepared to communicate and properly express themselves to others regardless of the environment or audience.

Without Apology

Knowledge and learning are not boring, or only useful for testing purposes, so a Nashville Prep teacher will not apologize for teaching demanding material, either explicitly or implicitly. A Nashville Prep teacher will not assume that material is boring because of the demographics of his/her students or the subject-matter content, and will not “dumb down” material to make it more fun. Instead, a Nashville Prep teacher knows that if material is taught with skill and enthusiasm, students will find lessons engaging and learn the skills and content they need to succeed in college. So, rather than ever saying “I know this Shakespeare sonnet is boring, but we need to cover it,” a Nashville Prep teacher will introduce Shakespeare’s sonnets by reading an interesting line or two, or by introducing Shakespeare and his place in the canon, and describing the impact his writing has made and still has on popular culture.

Common Blackboard Configuration

All teachers will use the common Blackboard Configuration (BBC) endorsed by educational expert Dr. Lorraine Monroe.²⁶ The BBC reinforces consistency of academic expectations by (1) providing a means to hold teachers accountable for the content taught and the methods used to teach it, and (2) providing students with clear communication about the expected outcomes for learning for each class. The BBC is a school-wide systematic structure for planning and delivering lessons. The **Aim** listed on the board will indicate a broader learning objective for the material being taught for the day, and will correlate directly with content and performance standards. The **Objective(s)** will provide the specific goal(s) for that particular class. The objective(s) must be measurable learning goals that are directly connected to standards developed in the curriculum. **Q²** (Quick Questions) is a silent, pen to paper 4-5 minute activity that focuses students immediately on class work and allows the teacher to quickly assess student understanding of a specific topic. Teachers will have carefully planned **Agendas** for each class so that consideration is given to how every minute of the class is spent. The Agenda will also allow students to have a clear understanding of the expectations for that day.

MODEL BBC

5th Grade Reading
January 8, 2012

Aim: Determine how central characters’ qualities influence the development of the conflict.

Objectives: SWBAT* identify all central characters in the play.
SWBAT identify qualities of each character based upon the reading.
SWBAT identify developing conflict.
SWBAT identify all factors contributing to the development of the conflict.

Q²: Reading Quiz

Agenda: Q: Reading Quiz
Review of last night’s reading
Read aloud and discussion
Review Objectives

Homework: Read pp. 42-79 (due tomorrow). Prepare a plot analysis of the play including a descriptive timeline of events occurring up through Act I Scene 4 (due Wednesday).

²⁶ Best practices from a lecture by Dr. Lorraine Monroe, Founder of the Lorraine Monroe Leadership Institute.

Homework is required in all academic classes each day, and provides full opportunity for students to practice and reinforce the skills and content knowledge taught.

To assist teachers in using the BBC, and to keep all members of the Nashville Prep community (including parents) accountable and informed about weekly instruction expectations, each teacher will be required to complete a Weekly Syllabus outlining the board configuration plan for each class period. Students will receive a copy of all weekly syllabi to keep in their notebooks. The weekly syllabi will also be sent home to parents every Friday for signature, and will keep families informed of upcoming classroom lessons, assignments, quizzes, and tests. Teachers will be responsible for filing and maintaining the syllabi. At the end of the school year, weekly syllabi will be archived by the Director of Curriculum and Instruction to serve as a resource to current and future teachers.

ADDITIONAL PROVEN INSTRUCTIONAL TECHNIQUES²⁷

We will also use a variety of techniques that reinforce student expectations. These techniques have been used by effective teachers in high-performing schools across the United States and can be categorized in three areas: behavioral, academic, and advanced (the expectation that all students achieve). Listed below are examples of proven instructional techniques that will be employed by all members of the Nashville Prep community:

Table 2.1 Proven Instructional Techniques

Technique	Type	Description
100%	Behavioral	Method in which a teacher demands everyone’s full participation to complete a task or activity associated with learning and will not continue instruction until all students have complied.
Sweat the Details	Behavioral	Approach that encourages teachers to enforce 100% compliance of every expectation, including aspects that may seem minor.
Do It Again	Behavioral	Technique in which a teacher instructs students to complete a procedure or process that has been practiced and demands that students repeat the process if it is not done well or by all students.
Stretch It	Academic	Technique in which a teacher challenges and strengthens a student’s understanding of a concept by asking them to

²⁷ Intentionally using these techniques as part of a school’s programming and culture was inspired by Doug Lemov, President of School Performance, Founder of Rochester Prep in Rochester, NY, and Founding Principal of the Academy of the Pacific Rim in Boston, MA. Mr. Lemov is a leader among training school leaders in school design, curriculum and assessment and use of student data and is the author of *Teaching Like a Champion*, a text which outlines these instructional techniques, and a text which has been highlighted in *The New York Times*, CNN, and other national news outlets immediately upon its release in 2010.

		explain how they arrived at an answer or asking them to answer a harder question that builds off that same concept or standard.
Ratio	Academic	Method in which the teacher purposefully minimizes the time spent talking to afford more opportunities for the class to lead.
Right is Right	Academic	Teaching standard in which the teacher refuses to accept partial answers or ‘close’ answers that may not be technically correct. Instead the teacher continues to engage the class, until the absolute correct answer is given.
No Opt Out	Academic	Process in which a student who answers incorrectly is not able to give up on the learning process. Instead the teacher will call on their fellow classmates to assist them and then will ask the same question or give a similar question for the student to answer correctly.
Warm/Strict	Advanced	Strategy that combines a caring tone with a ‘no exceptions’ standard of behavioral expectations. Often used by teachers to build culture and set the tone inside their classrooms.
Precise Praise	Advanced	Technique used by teachers to reward students with praise using <i>very</i> specific examples that are meaningful and genuine.

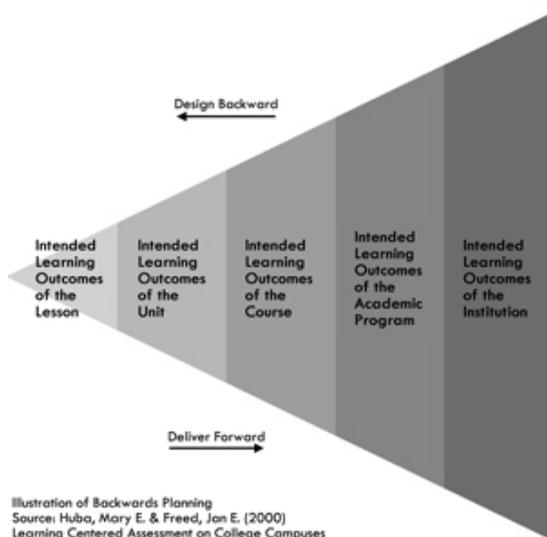
Results of our Instructional Methods

As direct result of the instructional content and methodology we have chosen our students will have:

- More time on task
- Demanding curriculum
- Social competency
- Competitive test scores
- Exposure to a variety of cultural experiences
- Individualized attention
- Opportunity to thrive academically
- Preparation for admission into a top college or university

CURRICULUM AND STANDARDS

Nashville Prep’s academic program rests upon a rigorous, explicitly college preparatory curriculum focused on English language arts, mathematics, science and social studies/history, and is designed to dramatically accelerate the learning of our students. As a result, the schedule and programmatic structure are designed to promote maximum success in these courses. All courses align with Tennessee curriculum standards and Grade Level Expectations, as well as the Tennessee Diploma Project. Members of the Nashville Prep community will do whatever it takes to ensure that upon graduation, all of our students, regardless of their level of proficiency upon entry, are academically prepared to enter four-year colleges and universities.



Nashville Prep will use a dual approach to develop our college-preparatory curriculum: 1) research-proven curricula suitable for students with varying learning needs will be used in tandem with internally developed curricula that is aligned with the TN Standards (in selecting curricula, we have identified programs that can be easily adapted for students with special needs or identified as English language learners, align with and/or exceed TN Standards, have strong internal assessments, and come with rigorous professional development); and 2) when research-proven curricula do not fully or adequately align to TN Standards or fully prepare students for success in college, we will supplement these curricula with internally developed curricula.

Nashville Prep will use the Tennessee State frameworks and combine them with the most rigorous benchmarks and standards nationally. We will examine student outcomes each year to ensure that our standards are aligned with state frameworks and that students are mastering the necessary content and skills, and adjust our curriculum appropriately. All textbooks and major curriculum resources will be reviewed for alignment to high curriculum standards and will be reviewed by the Board’s Academic Accountability Committee.

Nashville Prep has completed a detailed set of Tennessee standards for each academic subject. These standards will drive every aspect of the school’s academic program. **Tables 2.2 - 2.21** provide a sample overview of the standards in the core subjects for each grade level follows.

Table 2.2 5th Grade English Language Arts Standards

5th Grade English Language Arts	
TN Standard	
<i>By the end of the 5th grade, students will be able to:</i>	
Standard 1 Language	<p>Identify the correct use of nouns (i.e., singular/plural, possessives, predicate nouns, nouns as objects and pronouns (i.e., agreement, subject, object) within context.</p> <p>Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, tenses) within context.</p> <p>Identify the correct use of adjectives (i.e., common/proper, imparative forms, predicate adjectives) and adverbs (i.e., comparative forms, negatives) within context.</p>
Standard 2 Communication	<p>Identify the audience for a given speech.</p> <p>Identify the criteria necessary for a good group leader appropriate to a particular task (i.e., understands the group task, works well with others, keeps the group on task).</p> <p>Choose the best summary of a speech.</p>
Standard 3 Writing	<p>Identify the audience for which a text is written.</p> <p>Identify the purpose for writing (i.e., to entertain, to inform, to share experiences, to persuade, to report).</p> <p>Choose supporting sentence that best fits the context and flow of ideas in a paragraph.</p>
Standard 4 Research	<p>Identify the most reliable information sources available for preparing a research report.</p> <p>Identify information that should or should not be included in a citation.</p> <p>Complete a graphic organizer (e.g., chart, web) organizing material collected from text or technological sources.</p>
Standard 5 Logic	<p>Locate information to support opinions, predictions, and conclusions.</p> <p>Identify stated or implied cause and effect relationships in text.</p> <p>Distinguish between fact/opinion and reality/fantasy.</p>
Standard 6 Informational Text	<p>Select questions used to focus and clarify thinking before, during, and after reading text.</p> <p>Select and use common text features to make meaning from text (e.g. headings, key words, graphics, captions, sidebars).</p> <p>Locate information using available text features (e.g., maps, charts, graphics)</p>
Standard 7 Media	<p>Select the most appropriate medium or media for accessing information, writing a report, or enhancing an oral presentation.</p> <p>Determine the main idea in a visual image.</p> <p>Identify the mood created by a visual image.</p>
Standard 8 Literature	<p>Identify setting, characters, plot, and theme.</p> <p>Recognize reasonable predictions of future events within a given contextDistinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies).</p>

Table 2.3 6th Grade English Language Arts Standards

6th Grade English Language Arts	
TN Standard	
<i>By the end of the 6th grade, students will be able to:</i>	
Standard 1 Language	<p>Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives) and pronouns (i.e., agreement, subject, object) within context.</p> <p>Identify the correct use of verbs (i.e., action, linking, regular/irregular, agreement) within context.</p> <p>Identify the correct use of adjectives (i.e., common/proper, comparative forms) and adverbs (i.e., comparative forms) within context.</p>
Standard 2 Communication	<p>Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade, to entertain).</p> <p>Identify the targeted audience of a speech.</p> <p>Identify the thesis and main points of a speech.</p>
Standard 3 Writing	<p>Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade).</p> <p>Identify the audience for which a text is written.</p> <p>Select an appropriate thesis statement for a writing sample.</p>
Standard 4 Research	<p>Select the most focused research topic.</p> <p>Rank research resources according to reliability.</p> <p>Determine the most appropriate research source for a given research topic.</p>
Standard 5 Logic	<p>Predict future events of a given text.</p> <p>Determine whether a given statement in text is fact or opinion.</p> <p>Identify stated or implied cause-effect relationships.</p>
Standard 6 Informational Text	<p>Formulate clarifying questions for use before, during, and after reading.</p> <p>Identify the main idea and supporting details in a text.</p> <p>Use text features to locate information and make meaning from text (e.g., headings, key words, captions, footnotes).</p> <p>Interpret factual, quantitative, technical, or mathematical information presented in text features (e.g., maps, charts, graphs, time lines, tables, and diagrams).</p>
Standard 7 Media	<p>Select the medium that best reinforces a viewpoint or enhances a presentation.</p> <p>Select the visual image that best reinforces a viewpoint or enhances a presentation.</p> <p>Identify the purpose of a medium (i.e., to inform, to persuade, to entertain, to describe).</p> <p>Draw an inference from a non-print medium.</p>
Standard 8 Literature	<p>Distinguish among various literary genres (e.g., fiction, drama, nonfiction, poetry).</p>

	Identify the setting and conflict of a passage.
	Determine the main ideas of plots, their causes, how they influence future actions, and how they are resolved.

Table 2.4 7th Grade English Language Arts Standards

7 th Grade English Language Arts	
TN Standard	
<i>By the end of the 7th grade, students will be able to:</i>	
Standard 1 Language	Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements) within context. Recognize usage errors occurring within context (i.e., double negatives, troublesome word pairs: {to/to/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among, rise/raise, stationary/stationery}).
Standard 2 Communication	Determine the most effective methods for engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate). Organize ideas in the most effective order for an oral presentation. Discern the organizational pattern of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).
Standard 3 Writing	Identify the sentence(s) irrelevant to a paragraph's theme or flow. Select an appropriate concluding sentence for a well-developed paragraph. Select illustrations, explanations, anecdotes, descriptions and/or facts to support key ideas. Select an appropriate title that reflects the topic of a written selection.
Standard 4 Research	Distinguish between primary (i.e., interviews, letters, diaries, newspapers, personal narratives) and secondary (i.e., reference books, periodicals, Internet, biographies) sources. Discern irrelevant research material from written text.
Standard 5 Logic	Identify an example of deductive or inductive reasoning in text. Identify a false premise in text. Make inferences and draw conclusions based on evidence in text.
Standard 6 Informational Text	Interpret factual, quantitative, technical, or mathematical information presented in text features (e.g., maps, charts, graphs, time lines, tables, and diagrams). Choose the correct order of a set of instructions. Identify the organizational structure of an informational text (i.e., chronological, cause-effect, comparison-contrast, sequential, problem-solution).
Standard 7	Draw an inference from a non-print medium. Choose the statement that best summarizes/communicates the message presented by a

Media	medium. Identify the type of conflict (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology) represented in a non-print medium.
Standard 8 Literature	Identify flashback, foreshadowing, and symbolism within context. Analyze the effects of sound (i.e., accent, alliteration, onomatopoeia, repetition, rhyme, internal rhyme) in context. Identify the kind(s) of conflict present in a literary plot (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology). Identify and analyze figurative language (i.e., hyperbole, simile, metaphor, personification, pun) within context. Recognize and identify words within context that reveal particular time periods and cultures.

Table 2.5 8th Grade English Language Arts Standards

8th Grade English Language Arts	
TN Standard	
<i>By the end of the 8th grade, students will be able to:</i>	
Standard 1 Language	Identify the correct use of conjunctions (i.e., coordinating, correlative, subordinating) and interjections within context. Identify the correct use of prepositional phrases (place correctly according to the words they modify within the sentence) within context. Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context. Identify within context a variety of appropriate sentence-combining
Standard 2 Communication	Identify and analyze the organizational structure of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect). Select the most appropriate strategies for participating productively in a team (e.g., gain the floor in orderly ways, meet or set deadlines for completing each task, come to agreement by seeking consensus or following the majority). Identify the functions and responsibilities of individuals within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper). Distinguish between a summary and a critique.
Standard 3 Writing	Select an appropriate thesis statement for a writing sample. Rearrange multi-paragraphed work in a logical and coherent order. Select appropriate time-order or transitional words/phrases to enhance the flow of a

	<p>writing sample.</p> <p>Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.</p> <p>Write an expository essay (tested on TCAP).</p>
Standard 4 Research	<p>Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source).</p> <p>Determine the most appropriate research source for a given research topic.</p>
Standard 5 Logic	<p>Identify a false premise in text.</p> <p>Identify instances of bias and stereotyping in print and non-print texts.</p> <p>Make inferences and draw conclusions based on evidence in text.</p>
Standard 6 Informational Text	<p>Choose the correct order of a set of instructions.</p> <p>Identify the organizational structure of a text (i.e., chronological, cause-effect, comparison-contrast, sequential, problem-solution).</p>
Standard 7 Media	<p>Draw an inference from a non-print medium.</p> <p>Choose the statement that best summarizes/communicates the message presented by a medium.</p> <p>Select the type of conflict (e.g., person vs. person, person vs. self, person vs. environment, person vs. technology) represented in a non-print medium.</p>
Standard 8 Literature	<p>Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).</p> <p>Identify and analyze examples of literary elements that shape meaning within context (i.e., flashback, foreshadowing, irony, mood, symbolism, tone).</p> <p>Analyze figurative language (i.e., idiom, metaphor, simile, personification, hyperbole, pun) within context.</p>

Table 2.6 9th Grade English Language Arts Standards

9th Grade English I	
TN Standard	
<i>By the end of the 9th grade, students will be able to:</i>	
Standard 1 Language	<p>Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.</p> <p>Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb-subject complement, subject-action verb-direct object-object complement).</p> <p>Use a variety of techniques to correct sentence fragments. Identify commonly used foreign words and phrases (i.e., RSVP, <i>déjà vu</i>, <i>faux pas</i>, <i>du jour</i>, <i>bon voyage</i>, <i>alma mater</i>, <i>cum laude</i>, <i>femme fatale</i>, <i>esprit de corps</i>, <i>verbatim</i>, <i>E pluribus unum</i>, <i>prima</i>).</p>

	<i>donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam).</i>
Standard 2 Communication	Identify the thesis and main points of a challenging speech. Distinguish between a summary and a paraphrase. Distinguish between a critique and a summary.
Standard 3 Writing	Proofread a passage for correct punctuation, mechanics, and usage. Choose the most effective order of sentences in a paragraph. Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
Standard 4 Research	Select the research topic with the highest degree of focus. Differentiate between primary and secondary sources. Evaluate the reliability and credibility of sources for use in research.
Standard 5 Logic	Make inferences and draw conclusions based on evidence in text. Choose a logical word to complete an analogy. Evaluate text for fact and opinion. Analyze cause-effect relationships in text. Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics). Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack { <i>ad hominem</i> }, false dilemma, false analogy) within a given argument. Differentiate between the stated and implied evidence of a given argument.
Standard 6 Informational Text	Discern the stated or implied main idea and supporting details of informational and technical passages. Use the graphics of informational and technical passages to answer questions. Determine the appropriateness of a graphic used to support an informational or technical passage.
Standard 7 Media	Draw an inference from a non-print medium. Select the type of conflict represented in a non-print medium. Choose a visual image that best reinforces a viewpoint.
Standard 8 Literature	Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose. Differentiate among verbal, situational, and dramatic irony. Identify and analyze an author's point of view (i.e., first person, third person, third-person limited, third-person omniscient).

Table 2.7 5th Grade Math Standards

5th Grade Math	
TN Content Standard	
<i>By the end of the 5th grade, students will be able to:</i>	
Standard 1 Mathematical Processes	<p>Given a series of geometric statements, draw a conclusion about the figure described.</p> <p>Estimate fraction and decimal sums or differences.</p> <p>Recognize the unit associated with the remainder in a division problem or the meaning of the fractional part of a whole given in either decimal or fraction form.</p>
Standard 2 Number and Operations	<p>Read and write numbers from millions to millionths in various contexts.</p> <p>Write the prime factorization of numbers through 50 using both exponential and standard notation.</p> <p>Select a reasonable solution to a real-world division problem in which the remainder must be considered.</p>
Standard 3 Algebra	<p>Evaluate algebraic expressions involving decimals and fractions using order of operations.</p> <p>Evaluate multi-step numerical expressions involving fractions using order of operations.</p> <p>Find the unknown in single-step equations involving fractions and mixed numbers.</p> <p>Given a set of values, identify those that make an inequality a true statement.</p>
Standard 4 Geometry and Measurement	<p>Solve contextual problems that require calculating the area of triangles and parallelograms.</p> <p>Decompose irregular shapes to find perimeter and area.</p> <p>Identify a three-dimensional object from two-dimensional representations of that object and vice versa.</p> <p>Solve problems involving surface area and volume of rectangular prisms and polyhedral solids.</p>
Standard 5 Data Analysis, Statistics, and Probability	<p>Depict data using various representations, including decimal and/or fractional data.</p> <p>Make predictions based on various data representations, including double bar and line graphs.</p> <p>Calculate measures of central tendency to analyze data.</p>

Table 2.8 6th Grade Math Standards

6th Grade Math	
TN Content Standard	
<i>By the end of the 6th grade, students will be able to:</i>	
Standard 1 Mathematical Processes	<p>Make conjectures and predictions based on data.</p> <p>Judge the reasonableness of the results of rational number estimates and/or computations. Use concrete, pictorial, and symbolic representation for integers. sentence structures.</p>
Standard 2 Number and Operations	<p>Solve problems involving the multiplication and division of fractions.</p> <p>Solve problems involving the addition, subtraction, multiplication, and division of mixed numbers.</p> <p>Solve problems involving the addition, subtraction, multiplication, and division of decimals.</p>
Standard 3 Algebra	<p>Represent on a number line the solution of a linear inequality.</p> <p>Use order of operations and parentheses to simplify expressions and solve problems.</p> <p>Write equations that correspond to given situations or represent a given mathematical relationship.</p> <p>Rewrite expressions to represent quantities in different ways.</p>
Standard 4 Geometry and Measurement	<p>Identify, define or describe geometric shapes given a visual representation or a written description of its properties.</p> <p>Find a missing angle measure in problems involving interior/exterior angles and/or their sums.</p> <p>Solve problems using the Triangle Inequality Theorem.</p>
Standard 5 Data Analysis, Statistics, and Probability	<p>Determine the theoretical probability of simple and compound events in familiar contexts.</p> <p>Identify features of graphs that may be misleading.</p> <p>Determine whether or not a sample is biased.</p>

Table 2.9 7th Grade Math Standards

7th Grade Math	
TN Content Standard	
<i>By the end of the 7th grade, students will be able to:</i>	
Standard 1 Mathematical Processes	<p>Use proportional reasoning to solve mixture/concentration problems.</p> <p>Generalize a variety of patterns to a symbolic rule from tables, graphs, or words.</p> <p>Recognize whether information given in a table, graph, or formula suggests a directly proportional, linear, inversely proportional, or other nonlinear relationship.</p>

Standard 2 Number and Operations	<p>Simplify numerical expressions involving rational numbers.</p> <p>Compare rational numbers using appropriate inequality symbols.</p> <p>Use rational numbers and roots of perfect squares/cubes to solve contextual problems.</p> <p>Determine the approximate location of square/cube roots on a number line.</p> <p>Solve contextual problems that involve operations with integers.</p>
Standard 3 Algebra	<p>Evaluate algebraic expressions involving rational values for coefficients and/or variables.</p> <p>Determine whether a relation (represented in various ways) is a function.</p> <p>Given a table of inputs x and outputs $f(x)$, identify the function rule and continue the pattern.</p> <p>Interpret the slope of a line as a unit rate given the graph of a proportional relationship.</p> <p>Represent proportional relationships with equations, tables and graphs.</p> <p>Solve linear equations with rational coefficients symbolically or graphically.</p>
Standard 4 Geometry and Measurement	<p>Solve contextual problems involving similar triangles.</p> <p>Use SSS, SAS, and AA to determine if two triangles are similar.</p> <p>Apply scale factor to solve problems involving area and volume.</p>
Standard 5 Data Analysis, Statistics, and Probability	<p>Interpret and employ various graphs and charts to represent data.</p> <p>Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.</p> <p>Calculate and interpret the mean, median, upper-quartile, lower-quartile, and interquartile range of a set of data.</p> <p>Use theoretical probability to make predictions.</p>

Table 2.10 8th Grade Math Standards

8th Grade Math – Pre-Algebra	
TN Content Standard	
<i>By the end of the 8th grade, students will be able to:</i>	
Standard 1 Mathematical Processes	<p>Solve problems involving rate/time/distance (i.e., $d = rt$).</p> <p>Interpret a qualitative graph representing a contextual situation.</p> <p>Calculates rates involving cost per unit to determine the best buy.</p>
Standard 2	<p>Order and compare rational and irrational numbers and locate on the number line.</p>

Number and Operations	<p>Identify numbers and square roots as rational or irrational.</p> <p>Use scientific notation to compute products and quotients.</p> <p>Solve real-world problems requiring scientific notation.</p>
Standard 3 Algebra	<p>Find solutions to systems of two linear equations in two variables.</p> <p>Solve the linear equation $f(x) = g(x)$.</p> <p>Solve and graph linear inequalities in two variables.</p> <p>Translate between various representations of a linear function.</p> <p>Determine the slope of a line from an equation, two given points, a table or a graph.</p> <p>Analyze the graph of a linear function to find solutions and intercepts.</p> <p>Identify, compare and contrast functions as linear or nonlinear.</p>
Standard 4 Geometry and Measurement	<p>Use the Pythagorean Theorem to solve contextual problems.</p> <p>Apply the Pythagorean theorem to find distances between points in the coordinate plane to measure lengths and analyze polygons and polyhedra.</p> <p>Find measures of the angles formed by parallel lines cut by a transversal.</p> <p>Convert between and within the U.S. Customary System and the metric system.</p> <p>Identify the intersection of two or more geometric figures in the plane.</p>
Standard 5 Data Analysis, Statistics, and Probability	<p>Calculate probabilities of events for simple experiments with equally probable outcomes.</p> <p>Use a variety of methods to compute probabilities for compound events (e.g., multiplication, organized lists, tree diagrams, area models).</p> <p>Generalize the relationship between two sets of data using scatterplots and lines of best fit.</p> <p>Recognize misrepresentations of published data in the media.</p>

Table 2.11 9th Grade Math Standards

9th Grade Algebra	
TN Content Standard	
<i>By the end of the 9th grade, students will be able to:</i>	
Standard 1 Mathematical Processes	<p>Interpret patterns found in sequences, tables, and other forms of quantitative information using variables or function notation.</p> <p>Write an equation symbolically to express a contextual problem.</p> <p>Apply properties to evaluate expressions, simplify expressions, and justify solutions to</p>

	<p>problems.</p> <p>Translate between representations of functions that depict real-world situations.</p> <p>Recognize and express the effect of changing constants and/or coefficients in problem solving.</p> <p>SPI 3102.1.6 Determine and interpret slope in multiple contexts including rate of change in real-world problems.</p>
<p>Standard 2</p> <p>Number and Operations</p>	<p>Operate (add, subtract, multiply, divide, simplify, powers) with radicals and radical expressions including radicands involving rational numbers and algebraic expressions.</p> <p>Multiply, divide, and square numbers expressed in scientific notation.</p> <p>Describe and/or order a given set of real numbers including both rational and irrational numbers.</p>
<p>Standard 3</p> <p>Algebra</p>	<p>Express a generalization of a pattern in various representations including algebraic and function notation.</p> <p>Operate with polynomials and simplify results.</p> <p>Factor polynomials.</p> <p>Operate with, evaluate, and simplify rational expressions including determining restrictions on the domain of the variables.</p> <p>Write and/or solve linear equations, inequalities, and compound inequalities including those containing absolute value.</p> <p>Interpret various relations in multiple representations.</p> <p>Determine domain and range of a relation, determine whether a relation is a function and/or evaluate a function at a specified rational value.</p> <p>Determine the equation of a line and/or graph a linear equation.</p> <p>Solve systems of linear equation/inequalities in two variables.</p> <p>Find the solution of a quadratic equation and/or zeros of a quadratic function.</p> <p>Analyze nonlinear graphs including quadratic and exponential functions that model a contextual situation.</p>
<p>Standard 4</p> <p>Geometry and Measurement</p>	<p>Develop and apply strategies to estimate the area of any shape on a plane grid.</p> <p>Solve contextual problems using the Pythagorean Theorem.</p> <p>Solve problems involving the distance between points or midpoint of a segment.</p> <p>Convert rates and measurements.</p>
<p>Standard 5</p> <p>Data Analysis, Statistics, and Probability</p>	<p>Interpret displays of data to answer questions about the data set(s) (e.g., identify pattern, trends, and/or outliers in a data set).</p> <p>Identify the effect on mean, median, mode, and range when values in the data set are changed.</p>

	<p>Using a scatter-plot, determine if a linear relationship exists and describe the association between variables.</p> <p>Generate the equation of a line that fits linear data and use it to make a prediction.</p> <p>Determine theoretical and/or experimental probability of an event and/or its complement including using relative frequency.</p>
--	---

Table 2.12 5th Grade Social Studies Standards

5th Grade Social Studies	
TN Content Standard	
<i>By the end of the 5th grade, students will be able to:</i>	
Standard 1 Culture	<p>Recognize components of American culture (i.e., holidays, language, clothing, food, art, music, and religion)</p> <p>Interpret how culture changes over time as a consequence of industrialization, technology or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music and the growth of government services).</p> <p>Recognize personal, religious, and national celebrations of various American cultures (i.e., Independence Day, Columbus Day, etc)</p>
Standard 2 Economics	<p>Differentiate between needs and wants on a personal and national level.</p> <p>Differentiate between an economic boom and bust.</p> <p>Recognize the concept of buying on credit.</p> <p>Interpret economic issues as expressed in maps, tables, diagrams, and charts (i.e., automobile sales, unemployment rates, or airplane production).</p>
Standard 3 Geography	<p>Locate continents and significant bodies of water (i.e., the Great Lakes, Atlantic, Arctic and Pacific oceans, Columbia, Missouri, Colorado, Rio Grande, Ohio, Tennessee, St. Lawrence and Mississippi rivers).</p> <p>Determine America's population shifts by interpreting a population map.</p> <p>Locate information from an atlas entry.</p> <p>Locate a major United States city using latitude and longitude.</p> <p>Identify the physical and political boundaries of Tennessee.</p>
Standard 4 Governance and Civics	<p>Distinguish between the local, state, and federal levels of the legislative, executive, and judicial branches of the American government.</p> <p>Select examples using illustrations of First Amendment freedoms (i.e., speech, assembly, and religion).</p> <p>Recognize the rights established by the 13th, 14th, 15th and 19th amendments.</p> <p>Recognize the differences between the Tennessee State Constitution and the United</p>

	States Constitution. Differentiate among the purposes stated in the Declaration of Independence, the United States Constitution, and the Bill of Rights.
Standard 5 History	Interpret sectional differences in the North and South in pre-Civil War (i.e., a map of Union, Confederate, and border-states, pictorial representations of crop production, reading timelines, and interpreting bar graphs showing human, natural, and manmade resources). Recognize military and nonmilitary leaders from the North and South during Civil War (i.e., Frederick Douglass, Clara Barton, Chief Justice Roger Taney, Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, and Jefferson Davis). Interpret timelines that depict major historical post-Civil War events. Recognize the rights that workers fought for in the late 1800's (i.e., wages, hours, insurance, and working conditions).
Standard 6 Individuals, Groups, and Interactions	Recognize the interdependence of all America's people by researching an issue that involves several American communities. Explain the development of the United States as a nation to include the struggles and the accomplishments of individuals and groups. Examine patterns of behavior, reflecting values, and attributes that contribute to cross cultural understanding. Explain how individuals, groups, and nations interact through conflict, cooperation, and interdependence.

Table 2.13 6th Grade Social Studies Standards

6th Grade Social Studies	
TN Content Standard	
<i>By the end of the 6th grade, students will be able to:</i>	
Standard 1 Culture	Recognize the basic components of culture (i.e., language, common values, traditions, government, art, literature, lifestyles). Identify the job characteristics of archaeologists, anthropologists, geologists, and historians. Recognize the world's major religions and their founders (i.e., Judaism, Christianity, Islam, Buddhism, Hinduism, Moses, Jesus, and Mohammed). Recognize significant epics as historical sources (i.e., Iliad, the Odyssey, Mahabharata, Ramayana).
Standard 2	Recognize an example of a barter economy. Identify major trade routes (i.e., silk roads, Persian trade routes, African trade routes,

<p>Economics</p>	<p>Mediterranean trade routes, ocean routes).</p> <p>Identify disadvantages and advantages of nomadic and early farming lifestyles (i.e., shelter, food supply, and, domestication of plants and animals).</p> <p>Recognize the importance of economic systems in the development of early civilizations around rivers (i.e., Tigris and Euphrates, Huang He, Nile, Indus).</p> <p>Recognize the importance of trade in later civilizations (i.e., Mediterranean, Southeast Asia, India, European).</p> <p>Analyze how basic economic ideas influenced world events (i.e., supply and demand leads to exploration and colonization).</p>
<p>Standard 3</p> <p>Geography</p>	<p>Identify the basic components of a world map (i.e., compass rose, map key, scale, latitude and longitude lines, continents, oceans).</p> <p>Identify basic geographic forms (i.e., rivers, lakes, bays, oceans, mountains, plateaus, deserts, plains, coastal plains).</p> <p>Identify the location of early civilizations on a map (i.e. Mesopotamian, Egyptian, Ancient Chinese, Indian.).</p> <p>Identify geographic reasons for the location of population centers prior to 1500 (i.e. coastal plains, deserts, mountains, river valleys).</p> <p>Use a variety of maps to understand geographic and historical information (i.e., political maps, resource maps, product maps, physical maps, climate maps, vegetation maps).</p> <p>Interpret a graph that illustrates a major trend in world history (i.e. population growth, economic development, governance land areas, growth of religions).</p>
<p>Standard 4</p> <p>Governance and Civics</p>	<p>Recognize types of government (i.e. formal/informal, monarchy, direct/indirect democracy, republics, theocracy).</p> <p>Recognize the steps that give rise to complex governmental organizations (i.e., nomadic, farming, village, city, city-states, states).</p> <p>Identify the development of written laws (i.e., Hammurabi’s Code, Justinian Code, Magna Carta).</p> <p>Recognize the roles assigned to individuals in various societies (i.e., caste systems, feudal systems, city-state systems, class systems).</p> <p>Compare and contrast the lives of individual citizens in various governmental organizations (i.e. monarchical systems, feudal systems, caste systems, democratic systems-Greek).</p>
<p>Standard 5</p> <p>History</p>	<p>Read a timeline and order events of the past between prehistory and the Renaissance. Recognize the types of early communities (i.e., nomadic, fishing, farming).</p> <p>Identify types of artifacts by pictorial representation (i.e., Egyptian, Roman, Greek, Chinese, Native American, Medieval, and Renaissance).</p> <p>Recognize the forms of early world writing (i.e., cuneiform and Egyptian/Native American Hieroglyphics).</p> <p>Identify major technological advances (i.e., tools, wheel, irrigation, river dikes,</p>

	<p>development of farming, advances in weaponry, written language, and printing press).</p> <p>Recognize the designations for time dating (i.e., BCE, AD, centuries, decades, prehistoric, historic.)</p> <p>Recognize major historical time periods (i.e., Early Civilizations, Classical Period, Dark Ages, Middle Ages, Renaissance).</p> <p>Identify conclusions about early world historical events using primary and secondary sources.</p> <p>Recognize and order major historical events on a timeline between the Middle Ages and Renaissance.</p> <p>Identify the development of written and spoken languages (i.e., Roman alphabet, Latin word origins, Romance Languages).</p> <p>Identify characteristics including economy, social relations, religion, and political authority of various societies (i.e., Mesopotamian, Egyptian, Greek City-States, Roman Empire, Indian, Medieval).</p> <p>Recognize the possible causes of change in civilizations (i.e., environmental change, political collapse, new ideas, warfare, overpopulation, unreliable food sources, diseases).</p> <p>Identify the impact of advances in technology on history (i.e. agricultural revolution, Renaissance scientists, exploration during the 1400s).</p> <p>Recognize how the Renaissance changes the nature of society (i.e., shift from religious domination to science, philosophy, art).</p> <p>Evaluate to what extent civilizations build on the accomplishments of previous civilizations. Compare and contrast the historical development of the Western, Eastern, and African cultures.</p> <p>Recognize the significant mythologies of the Sumerians, Egyptian, Greeks, and Romans.</p>
<p>Standard 6</p> <p>Individuals, Groups, and Interactions</p>	<p>Identify examples of groups impacting world history (i.e., Muslims, Christians, Mongolians, Vikings, slave traders, explorers, merchants/traders, inventors.)</p> <p>Recognize the impact of individuals on world history (i.e., Charlemagne, Joan of Arc, William the Conqueror, Ramses II, Julius Caesar, Socrates, Aristotle, Marco Polo, Alexander the Great, King Ferdinand and Queen Isabella, Martin Luther, and Johannes Gutenberg).</p> <p>Describe the ways in which individuals can change groups (i.e., Martin Luther – Christian church, William of Normandy – English Monarchy, Joan of Arc – Hundred Years War, Buddha – Chinese Culture).</p>

Table 2.14 7th Grade Social Studies Standards

7th Grade Social Studies	
TN Standard	
<i>By the end of the 7th grade, students will be able to:</i>	
Standard 1 Culture	<p>Recognize cultural definitions (i.e., language, religion, customs, political system, economic system).</p> <p>Locate cultural information on a thematic map (i.e., languages, political systems, economic systems, religions).</p> <p>Compare and contrast the tenets of the five major world religions (i.e., Christianity, Buddhism, Islam, Hinduism, and Judaism).</p>
Standard 2 Economics	<p>Recognize basic economic concepts (i.e. imports, exports, barter system, tariffs, closed and emerging markets, supply and demand, inflation, recession, depression).</p> <p>Define renewable and nonrenewable resources.</p> <p>Define demographic concepts. (i.e. population, population distribution, population density, growth rate).</p> <p>Interpret economic issues as expressed with maps, tables, diagrams, and charts.</p> <p>Select the major resources, industrial, and agricultural products for the three grand divisions from a map of Tennessee.</p>
Standard 3 Geography	<p>Identify and use the basic elements of maps and mapping.</p> <p>Locate the Earth's major physical characteristics (i.e., 7 continents, 4 oceans).</p> <p>Identify the major river systems of Tennessee.</p> <p>Distinguish the differences among rural, suburban, and urban communities.</p> <p>Select the natural resources found in the 3 grand divisions of Tennessee (coal, copper, timber, plants, animals.)</p> <p>Locate on a map specific lines of longitude and latitude. (i.e., Prime Meridian, International Date Line, Equator, North and South Poles, Tropics of Cancer and Capricorn, Arctic Antarctic circles).</p> <p>Compare the five largest cities of Tennessee using a bar graph.</p> <p>Define demographic concepts (i.e., population, population distribution, population density, growth rate, family size, and infant mortality).</p> <p>Identify the location of Earth's major landforms and bodies of water (i.e., Rockies, Andes, Himalayas, Alps, Urals, Sahara desert, Nile River Valley, Great Plains, Mississippi River, Amazon River, Thames River, Seine River, Rhine River, Danube River, Tigris River, Euphrates River, Ganges River, Volga River, Yellow River).</p> <p>Identify the characteristics that define a region geographically.</p> <p>Recognize specific physical processes that operate on the Earth's surface (i.e., erosion,</p>

	<p>volcanoes, earthquakes, wind and water currents, plate tectonics, and weathering).</p> <p>Identify the six physical regions of Tennessee (i.e. Unaka Mountains, Valley and Ridge, Cumberland Plateau, Highland Rim, Central Basin, Gulf Coastal Plain).</p> <p>Recognize the definitions of modifications on the physical environment (i.e. global warming, deforestation, desert, urbanization).</p> <p>Distinguish between types of maps. (i.e. political, physical, climatic, land-use resource, contour, elevation, topographic.)</p> <p>Interpret a map indicating scale, distance and direction.</p> <p>Demonstrate understanding of characteristics and implications of a diverse global culture.</p> <p>Read and interpret a time zone map.</p> <p>Analyze the environmental consequences of humans changing their physical environment (i.e., air and water pollution, mining, deforestation, global warming).</p> <p>Examine reasons and patterns of human migration through the use of maps, charts, diagrams (i.e., famine, natural disasters, political and religious oppression, wars).</p> <p>Predict the consequences of population changes on the Earth's physical and cultural environments.</p> <p>Interpret a population pyramid.</p>
<p>Standard 4</p> <p>Governance and Civics</p>	<p>Define the different types of governments (i.e., democracy, autocracy, oligarchy, monarchy, dictatorship).</p> <p>Using a map key, locate various governance systems.</p> <p>Recognize how the boundaries of Congressional districts change in the state of Tennessee. (i.e. statutory requirements, population shifts, political power shifts).</p> <p>Identify political leaders from selected contemporary settings (i.e. United States, India, Canada, Mexico, Great Britain, Russia, China).</p>
<p>Standard 5</p> <p>History</p>	<p>Identify the causes and consequences of urbanization (i.e. industrial development, education, health care, cultural opportunities, poverty, overcrowding, disease, pollution, crime).</p> <p>Identify reasons why people choose to settle in different places (i.e., occupation, family, climate, natural resources).</p> <p>Map large civilizations to discover the impact of water as a main reason behind a society's founding.</p> <p>Analyze the causes and effects of change in a place over time from a written passage.</p>
<p>Standard 6</p>	<p>Identify ways family, groups, and community influence daily life and personal choices.</p>

Individuals, Groups, and Interactions	<p>Differentiate between the rights, roles and state of the individual in relation to the general welfare in various regions of the world.</p> <p>Recognize the causes, consequences and possible solutions applied by governing bodies to persistent global issue (i.e., health, security, resource allocation, economic development, environmental quality.)</p>
--	---

Table 2.15 8th Grade Social Studies Standards

8th Grade Social Studies	
TN Standard	
<i>By the end of the 8th grade, students will be able to:</i>	
Standard 1 Culture	<p>Recognize the definition of religion.</p> <p>Identify cultures that contributed to the development of the United States (i.e., Native American, African, British, Scottish, Irish, German).</p> <p>Recognize the influence of science and technology on the development of early American colonial cultures (i.e., compass, shipbuilding, food storage, printing press, financial markets, weaponry, transportation).</p> <p>Compare and contrast the tenets of America's early major religions (i.e., Olmec beliefs, Native American Earth/Mother spirit, African Traditional Religion, Puritanism, Quakerism).</p> <p>Identify how religion contributed to early American society (i.e. impact on government, education, social norms, slavery, tolerance).</p> <p>Interpret a timeline of technological innovations.</p> <p>Recognize how immigration and cultural diffusion have influenced the character of a place (i.e., religion within certain colonies, African songs in the American south, British v. French influences).</p>
Standard 2 Economics	<p>Recognize America's natural resources (i.e., land, timber, fish, animal pelts, peppers, sweet potatoes, squash, pumpkins, turkeys, peanuts, potatoes, tomatoes, tobacco, cacao, beans, and vanilla).</p> <p>Interpret a diagram showing the steps of changing a resource into a product.</p> <p>Differentiate between credit and debt.</p> <p>Recognize the economic activities of early America (i.e., agriculture, industry, and service).</p> <p>Identify various forms of taxation (i.e., tariffs, sales tax, excise tax).</p> <p>Interpret a variety of economic graphs and charts with topics (i.e. the Columbian exchange, numbers of slaves, population of colonies, population diversity).</p> <ul style="list-style-type: none"> • Differentiate between a commercial and subsistence economy.

	<p>Recognize the factors that led to urbanization and industrialization in early America (i.e., religious freedom, land ownership, thriving market).</p> <p>Analyze in economic terms, (i.e., climate, triangle trade, infrastructure, topography), why slavery flourished in the South as opposed to the North.</p> <p>Distinguish among various economic markets found in early America (i.e., traditional, monopoly, oligopoly, free competition).</p>
<p>Standard 3</p> <p>Geography</p>	<p>Recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).</p> <p>Identify and use the key geographic elements on maps (i.e., island, flood plain, swamp, delta, marsh, harbor, cape, sea level, bay, prairie, desert, oasis, mesa, mountain, valley, glacier, canyon, cliff, plateau).</p> <p>Interpret examples which illustrate how cultures adapt to or change the environment (i.e., deforestation, subsistence farming, cash crop, dam and road building).</p> <p>Use various geographic data from maps and globes to determine longitude, latitude, distance, direction.</p> <p>Interpret a geographic map of the early United States.</p> <p>Recognize how topographical features such as mountain and river systems influenced the settlement and expansion of the United States (i.e., Cumberland Gap, Wilderness Road, Ohio and Tennessee river systems).</p> <p>Interpret a chart or map of population characteristics of the early United States (i.e., density, distribution, regional growth).</p>
<p>Standard 4</p> <p>Governance and Civics</p>	<p>Identify the rights, responsibilities, and privileges of a member of the United States of America (i.e., Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights).</p> <p>Identify the purposes and structures of various systems of governance (i.e., Federalism, Confederation, Republic, Democracy, Executive, Legislative, Judicial).</p> <p>Recognize the purpose of government and how its powers are acquired, used, and justified.</p> <p>Recognize the rights and responsibilities of individuals throughout the development of the United States.</p> <p>Identify how conditions, actions, and motivations contributed to conflict and cooperation between states, regions and nations.</p> <p>Recognize the rights guaranteed in the Bill of Rights.</p> <p>Recognize the impact of major court decisions have had on American life, (i.e., <u>Marbury v Madison</u>, <u>McCulloch v. Maryland</u>, <u>Dred Scott v. Sandford</u>).</p> <p>Recognize how a right must be interpreted to balance individual rights with the need for order (i.e., freedom of speech, freedom of religion, trial by jury);</p> <p>Analyze the contributions of Tennessee political leaders on the national scene (e.g. Andrew Jackson, Andrew Johnson, James K Polk, Sequoyah, Sam Houston).</p>

<p>Standard 5</p> <p>History</p>	<p>Contrast the characteristics of major native civilizations of the Americas;</p> <p>Read a timeline and order events of the past.</p> <p>Differentiate between a primary and secondary source.</p> <p>Recognize causes and consequences of conflict, (i.e., French and Indian, revolutionary War, War of 1812).</p> <p>Recognize consequences of the westward expansion of the United States.</p> <p>Classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).</p> <p>Recognize the historical impacts of European settlement in North America.</p> <p>Determine the social, political, and economic factors that contribute to the institution of slavery in America.</p> <p>Interpret a timeline, detailing the development of political parties in the United States to the Civil War.</p> <p>Interpret maps, time lines and charts that illustrate key elements of history (i.e., expansion, economics, politics, society).</p> <p>Identify conclusions about historical events using primary and secondary sources.</p> <p>Differentiate between primary and secondary source documents.</p> <p>Examine the demographic changes brought about by westward movement (i.e., slavery, industrialization, and Native American relocation).</p> <p>Recognize the course of conflicts including major battles, alliances, strategy, leadership, resources, or technology using a diagram for the Revolutionary War.</p>
<p>Standard 6</p> <p>Individuals, Groups, and Interactions</p>	<p>Identify the impact of individual and group decisions on historical events.</p> <p>Recognize the impact groups have on change at the local, state, national, and world levels.</p> <p>Recognize examples of stereotyping, prejudice, conformity, and altruism in early American history.</p> <p>Identify the role of institutions in furthering both continuity and change (i.e., governments, churches, families, schools, communities).</p> <p>Recognize how groups and institutions work together to meet common needs.</p>

Table 2.16 9th Grade Social Studies Standards

9th Grade World History	
TN Standard	
<i>By the end of the 9th grade, students will be able to:</i>	
<p>Standard 1</p> <p>Culture</p>	<p>Recognize various cultural groups such as Western, Asian, African, Middle Eastern and indigenous.</p> <p>Compare and contrast diverse world cultures in order to identify, comprehend, and appreciate the contributions of various cultural groups.</p> <p>Evaluate the idea that cultures both enhance and impede individuals and groups in societal and global interactions.</p> <p>Understand the development and migration of art, architecture, language, religion, music and theater.</p> <p>List several major cultural works from each of the world cultural groups.</p> <p>Explain the connection between artistic and or religious expression, language usage and cultural development.</p> <p>Study original works, which reflect a historical understanding of diverse cultures.</p> <p>Understand the ways in which individuals and group contributed to changes in social conditions.</p>
<p>Standard 2</p> <p>Economics</p>	<p>Understand the major economic systems that developed globally.</p> <p>Describe the basic components of economic systems such as monetary systems and methods of value determinations.</p> <p>Explain the origins and development of major economic systems.</p> <p>Test and critique various economic systems through simulations.</p> <p>Recognize the importance of technologies for economic development.</p> <p>Define technology and list examples of technological developments.</p> <p>Analyze how various technological developments impact economic systems.</p> <p>Rank the importance and impact of various technological developments.</p> <p>Understand the impact of the Industrial Revolution on the global economy.</p> <p>Identify the economic and production components of the Industrial Revolution.</p> <p>Analyze the change from individual production to mass production and examine factors that led to the spread of industrialization throughout the world's economies.</p> <p>Determine and weigh the factors that contributed most to the development of the</p>

	<p>global industrial economy.</p> <p>Understand the rapid change of the global economy after the Industrial Revolution in the 20th century.</p>
<p>Standard 3</p> <p>Geography</p>	<p>Understand the importance of physical geographic features on world historic events.</p> <p>Recognize and name major physical geographic features.</p> <p>Examine the ways in which physical geographic features influence interaction of individuals and civilizations.</p> <p>Assess the relative importance of physical geographic features on world historic and current events.</p> <p>Understand human geographic interactions and their impact on world historic events.</p> <p>Recall examples of exploration, conquest, urbanization, migration environmental impacts and cultural adaptations.</p> <p>Analyze factors related to human geographic interaction including patterns of exploration, conquest, urbanization, migration, environmental impacts, and cultural adaptations.</p> <p>Determine which factors have been most significant in the development of the modern world.</p> <p>Understand the importance of population growth and distribution on world historic events.</p>
<p>Standard 4</p> <p>Governance and Civics</p>	<p>Understand the development of major systems of world governance.</p> <p>Distinguish between various governance and legal systems such as democracy, dictatorial fascism, feudalism, monarchy, theocracy, totalitarian, and tribal systems.</p> <p>Analyze the origins and evolution of these major systems of world governance including an understanding of the philosophical tenets which influence political thought such as ancient Greece, Early Rome, Enlightenment, and the 19th and 20th century political philosophers.</p> <p>Rate the implementation and relative success of governance systems.</p> <p>Understand how individuals are affected differently by varied forms of governance.</p>
<p>Standard 5</p> <p>History</p>	<p>Understand the chronological flow of historical eras and events in World History.</p> <p>Describe the major historical eras and major events associated with those eras from the beginnings of civilization through the modern world. These include:</p> <p style="padding-left: 40px;">The Beginnings of Human Society (prehistory-4000 BCE)</p> <p style="padding-left: 40px;">Early Civilizations and Pastoral Societies (4000 BCE-1000 BCE)</p> <p style="padding-left: 40px;">Mediterranean and Southwest Asian Civilizations (1000 BCE-399CE)</p> <p style="padding-left: 40px;">Cultural Exchange and Encounters (300-1500CE)</p>

	<p>First Global Age (1450-1770 CE)</p> <p>Age of Revolution (1750-1914)</p> <p>Increasing Global Interaction (1900-present)</p> <p>Understand the processes that gave rise to the earliest human civilizations.</p> <p>Describe the interaction between early human groups, the environmental and survival methods that led to the formation of civilizations. Minimal understanding would include Mesopotamia, Egypt, China, and the Indus Valley.</p> <p>Compare the development of several different early human civilizations including agrarian, hunter-gather, nomadic, warrior and pastoral.</p> <p>Develop an "imaginary" civilization consistent with early human civilizations, given a set of environmental conditions. This would include an understanding of social, religious, and economic factors.</p> <p>Understand the maturation of Africa, Asia, Europe, Australia, the Middle East, Oceanic, and the Americas and their continuing impact on the modern world.</p>
<p>Standard 6</p> <p>Individuals, Groups, and Interactions</p>	<p>Understand the impact of one's culture on identity, lifestyle, and socioeconomic status.</p> <p>Assess the impact of culture on the individual;</p> <p>Measure the exchange between an individual's identity and cultural groups.</p> <p>Recognize the impacts of bias, conformity, and stereotyping;</p> <p>Define and give examples of bias, conformity, and stereotyping.</p> <p>Detect and explain the existence of bias and stereotyping in historical context such as social class, caste systems, ethnic identifications, gender roles, and religious persecutions;</p> <p>Evaluate the social pressures within a culture that create bias, conformity, and stereotyping.</p> <p>Recognize the role of individuals in various cultures such as Western, Asian, African, Middle Eastern, and indigenous cultures.</p>

Table 2.17 5th Grade Science Standards

5 th Grade Science	
TN Standard	
<i>By the end of the 5th grade, students will be able to:</i>	
Standard 1	Select an investigation that could be used to answer a specific question.
Embedded Inquiry Standard 2	Select a tool, technology, or invention that was used to solve a human problem.

Embedded Technology & Engineering	Recognize the connection between a scientific advance and the development of a new tool or technology.
Life Science Standard 1 Cells	Identify the major parts of plant and animal cells such as, the nucleus, cell membrane, cell wall, and cytoplasm. Compare and contrast basic structures and functions of plant and animal cells.
Life Science Standard 2 Interdependence	Describe the different types of nutritional relationships that exist among organisms. Distinguish among symbiotic, commensal, and parasitic relationships. Use information about the impact of human actions or natural disasters on the environment to support a simple hypothesis, make a prediction, or draw a conclusion.
Life Science Standard 3 Flow of Matter and Energy	Identify photosynthesis as the food manufacturing process in plants. Compare how plants and animals obtain energy.
Life Science Standard 4 Heredity	Recognize that information is passed from parent to offspring during reproduction. Distinguish between inherited traits and those that can be attributed to the environment.
Life Science Standard 5 Biodiversity and Change	Identify physical and behavioral adaptations that enable animals such as, amphibians, reptiles, birds, fish, and mammals to survive in a particular environment. Explain how fossils provide information about the past.
Earth and Space Standard 6 The Universe	Distinguish among the planets according to their known characteristics such as appearance, location, composition, and apparent motion. Select information from a complex data representation to draw conclusions about the planets. Identify methods and tools for identifying star patterns.

<p>Earth and Space</p> <p>Standard 7</p> <p>The Earth</p>	<p>Describe internal forces such as volcanoes, earthquakes, faulting, and plate movements that are responsible for the earth's major geological features such as mountains, valleys, etc.</p>
<p>Earth and Space</p> <p>Standard 8</p> <p>The Atmosphere</p>	<p>Describe the effects of the oceans on weather and climate.</p> <p>Explain how mountains affect weather and climate.</p>
<p>Physical Science</p> <p>Standard 9</p> <p>Matter</p>	<p>Distinguish between physical and chemical properties.</p> <p>Describe the differences among freezing, melting, and evaporation.</p> <p>Describe factors that influence the rate at which different types of material freeze, melt, or evaporate.</p>
<p>Physical Science</p> <p>Standard 10</p> <p>Energy</p>	<p>Differentiate between potential and kinetic energy.</p> <p>Use data from an investigation to determine the method by which heat energy is transferred from one object or material to another.</p>
<p>Physical Science</p> <p>Standard 11</p> <p>Motion</p>	<p>Explain the relationship that exist among mass, force, and distance traveled.</p>
<p>Physical Science</p> <p>Standard 12</p> <p>Forces in Nature</p>	<p>Recognize that the earth attracts objects without touching them.</p> <p>Identify the force that causes objects to fall to the earth.</p> <p>Use data to determine how shape affects the rate at which a material falls to earth.</p>

Table 2.18 6th Grade Science Standards

6th Grade Science	
TN Standard	
<i>By the end of the 6th grade, students will be able to:</i>	
Standard 1 Embedded Inquiry	<p>Design a simple experimental procedure with an identified control and appropriate variables.</p> <p>Select tools and procedures needed to conduct a moderately complex experiment.</p> <p>Interpret and translate data experimental error into a table, graph, or diagram.</p>
Standard 2 Embedded Technology & Engineering	<p>Identify the tools and procedures needed to test the design features of a prototype.</p> <p>Evaluate a protocol to determine if the engineering design process was successfully applied.</p> <p>Distinguish between the intended benefits and the unintended consequences of a new technology.</p>
Life Science Standard 1 Cells	Not addressed at this level
Life Science Standard 2 Interdependence	<p>Classify organisms as producers, consumers, scavengers, or decomposers according to their role in a food chain or food web.</p> <p>Interpret how materials and energy are transferred through an ecosystem.</p> <p>Identify the biotic and abiotic elements of the major biomes.</p> <p>Identify the environmental conditions and interdependencies among organisms found in the major biomes</p>
Life Science Standard 3 Flow of Matter and Energy	Not addressed at this level
Life Science Standard 4	Not addressed at this level

Heredity	
Life Science Standard 5 Biodiversity and Change	Not addressed at this level
Earth and Space Standard 6 The Universe	Use data to draw conclusions about the major components of the universe. Explain how the relative distance of objects from the earth affects how they appear. Distinguish among a day, lunar cycle, and year based on the movements of the earth, sun, and moon. Explain the different phases of the moon using a model of the earth, moon, and sun. Predict the types of tides that occur when the earth and moon occupy various positions. Use a diagram that shows the positions of the earth and sun to explain the four seasons.
Earth and Space Standard 7 The Earth	Not addressed at this level
Earth and Space Standard 8 The Atmosphere	Analyze data to identify events associated with heat convection in the atmosphere. Recognize the connection between the sun's energy and the wind. Describe how temperature differences in the ocean account for currents. Interpret meteorological data to make predictions about the weather
Physical Science Standard 9 Matter	Not addressed at this level
Physical Science Standard 10 Energy	Distinguish among gravitational potential energy, elastic potential energy, and chemical potential energy. Interpret the relationship between potential and kinetic energy. Recognize that energy can be transformed from one type to another. Explain the Law of Conservation of Energy using data from a variety of energy transformations.

Physical Science Standard 11 Motion	Not addressed at this level
Physical Science Standard 12 Forces in Nature	<p>Identify how simple circuits are associated with the transfer of electrical energy when heat, light, sound, and chemical changes are produced.</p> <p>Identify materials that can conduct electricity.</p>

Table 2.19 7th Grade Science Standards

7 th Grade Science	
TN Standard	
<i>By the end of the 7th grade, students will be able to:</i>	
Standard 1 Embedded Inquiry	<p>Design a simple experimental procedure with an identified control and appropriate variables.</p> <p>Select tools and procedures needed to conduct a moderately complex experiment.</p> <p>Interpret and translate data experimental error into a table, graph, or diagram.</p> <p>Draw a conclusion that establishes a cause and effect relationship supported by evidence.</p> <p>Identify a faulty interpretation of data that is due to bias or experimental error.</p>
Standard 2 Embedded Technology & Engineering	<p>Differentiate between adaptive and assistive bioengineered products (e.g., food, biofuels, medicines, integrated pest management).</p> <p>Distinguish between the intended benefits and the unintended consequences of a new technology.</p>
Life Science Standard 1 Cells	Not addressed at this level

<p>Life Science</p> <p>Standard 2</p> <p>Interdependence</p>	<p>Not addressed at this level</p>
<p>Life Science</p> <p>Standard 3</p> <p>Flow of Matter and Energy</p>	<p>Not addressed at this level</p>
<p>Life Science</p> <p>Standard 4</p> <p>Heredity</p>	<p>Not addressed at this level</p>
<p>Life Science</p> <p>Standard 5</p> <p>Biodiversity and Change</p>	<p>Analyze structural, behavioral, and physiological adaptations to predict which populations are likely to survive in a particular environment.</p> <p>Analyze data on levels of variation within a population to make predictions about survival under particular environmental conditions.</p> <p>Identify several reasons for the importance of maintaining the earth's biodiversity.</p> <p>Compare fossils found in sedimentary rock to determine their relative age.</p>
<p>Earth and Space</p> <p>Standard 6</p> <p>The Universe</p>	<p>Not addressed at this level.</p>
<p>Earth and Space</p> <p>Standard 7</p> <p>The Earth</p>	<p>Not addressed at this level.</p>
<p>Earth and Space</p> <p>Standard 8</p>	<p>Not addressed at this level.</p>

The Atmosphere	
Physical Science Standard 9 Matter	<p>Recognize that all matter consists of atoms.</p> <p>Identify the common outcome of all chemical changes.</p> <p>Classify common substances as elements or compounds based on their symbols or formulas.</p> <p>Differentiate between a mixture and a compound.</p> <p>Describe the chemical makeup of the atmosphere.</p> <p>Compare the particle arrangement and type of particle motion associated with different states of matter.</p> <p>Apply an equation to determine the density of an object based on its mass and volume.</p> <p>Interpret the results of an investigation to determine whether a physical or chemical change has occurred.</p>
Physical Science Standard 10 Energy	<p>Not addressed at this level.</p>
Physical Science Standard 11 Motion	<p>Not addressed at this level.</p>
Physical Science Standard 12 Forces in Nature	<p>Recognize that electricity can be produced using a magnet and wire coil.</p> <p>Describe the basic principles of an electromagnet.</p> <p>Distinguish among the Earth's magnetic field, a magnet, and the fields that surround a magnet and an electromagnet.</p> <p>Distinguish between mass and weight using appropriate measuring instruments and units. Determine the relationship among the mass of objects, the distance between these objects, and the amount of gravitational attraction.</p> <p>Illustrate how gravity controls the motion of objects in the solar system.</p>

Table 2.20 8th Grade Science Standards

8th Grade Science	
TN Standard	
<i>By the end of the 8th grade, students will be able to:</i>	
Standard 1 Embedded Inquiry	<p>Design a simple experimental procedure with an identified control and appropriate variables.</p> <p>Select tools and procedures needed to conduct a moderately complex experiment.</p> <p>Interpret and translate data experimental error into a table, graph, or diagram.</p> <p>Draw a conclusion that establishes a cause and effect relationship supported by evidence.</p> <p>Identify a faulty interpretation of data that is due to bias or experimental error.</p>
Standard 2 Embedded Technology & Engineering	<p>Identify the tools and procedures needed to test the design features of a prototype.</p> <p>Evaluate a protocol to determine if the engineering design process was successfully applied.</p> <p>Distinguish between the intended benefits and the unintended consequences of a new technology.</p>
Life Science Standard 1 Cells	<p>Identify and describe the function of the major plant and animal cell organelles.</p> <p>Interpret a chart to explain the integrated relationships that exist among cells, tissues, organs, and organ systems.</p> <p>Explain the basic functions of a major organ system.</p> <p>Sequence a series of diagrams that depict chromosome movement during plant cell division.</p> <p>Explain how materials move through simple diffusion.</p>
Life Science Standard 2 Interdependence	<p>Not addressed at this level</p>
Life Science Standard 3 Flow of Matter and Energy	<p>Compare the chemical compounds that make up the reactants and products of photosynthesis and respiration.</p> <p>Interpret a diagram to explain how oxygen and carbon dioxide are exchanged between living things and the environment.</p>
Life Science Standard 4 Heredity	<p>Classify methods of reproduction as sexual or asexual.</p> <p>Match flower parts with their reproductive functions.</p> <p>Describe the relationship among genes, chromosomes, and inherited traits.</p>

	Interpret a Punnett square to predict possible genetic combinations passed from parents to offspring during sexual reproduction.
Life Science Standard 5 Biodiversity and Change	Not addressed at this level.
Earth and Space Standard 6 The Universe	Not addressed at this level.
Earth and Space Standard 7 The Earth	<p>Use a table of physical properties to classify minerals.</p> <p>Label a diagram that depicts the three different rock types.</p> <p>Identify the major processes that drive the rock cycle.</p> <p>Differentiate among the characteristics of the earth's three layers.</p> <p>Recognize that lithospheric plates on the scale of continents and oceans continually move at rates of centimeters per year.</p> <p>Describe the relationship between plate movements and earthquakes, mountain building, volcanoes, and sea floor spreading.</p> <p>Analyze and evaluate the impact of man's use of earth's land, water, and atmospheric resources.</p>
Earth and Space Standard 8 The Atmosphere	Not addressed at this level.
Physical Science Standard 9 Matter	Not addressed at this level.
Physical Science Standard 10 Energy	Not addressed at this level.

Physical Science Standard 11 Motion	<p>Differentiate between the six simple machines.</p> <p>Determine the amount of force needed to do work using different simple machines.</p> <p>Apply proper equations to solve basic problems pertaining to distance, time, speed, and velocity.</p> <p>Identify and explain how Newton’s laws of motion relate to the movement of objects.</p> <p>Compare and contrast the different parts of a wave.</p> <p>Differentiate between transverse and longitudinal waves in terms of how they are produced and transmitted.</p>
Physical Science Standard 12 Forces in Nature	<p>Not addressed at this level.</p>

Table 2.21 9th Grade Science Standards

9 th Grade Biology	
TN Standard	
<i>By the end of the 9th grade, students will be able to:</i>	
Biology Embedded Inquiry	<p>Select a description or scenario that reevaluates and/or extends a scientific finding.</p> <p>Analyze the components of a properly designed scientific investigation.</p> <p>Determine appropriate tools to gather precise and accurate data.</p> <p>Evaluate the accuracy and precision of data.</p> <p>Defend a conclusion based on scientific evidence.</p> <p>Determine why a conclusion is free of bias.</p>
Biology Embedded Technology & Engineering	<p>Distinguish among tools and procedures best suited to conduct a specified scientific inquiry.</p> <p>Evaluate a protocol to determine the degree to which an engineering design process was successfully applied.</p> <p>Evaluate the overall benefit to cost ratio of a new technology.</p> <p>Use design principles to determine if a new technology will improve the quality of life</p>

	for an intended audience.
Biology Embedded Mathematics	<p>Interpret a graph that depicts a biological phenomenon.</p> <p>Predict the outcome of a cross between parents of known genotype.</p>
Biology Standard 1 Cells	<p>Identify the cellular organelles associated with major cell processes.</p> <p>Distinguish between prokaryotic and eukaryotic cells.</p> <p>Distinguish among proteins, carbohydrates, lipids, and nucleic acids.</p> <p>Identify positive tests for carbohydrates, lipids, and proteins.</p> <p>Identify how enzymes control chemical reactions in the body.</p> <p>Determine the relationship between cell growth and cell reproduction.</p> <p>Predict the movement of water and other molecules across selectively permeable membranes.</p> <p>Compare and contrast active and passive transport.</p>
Biology Standard 2 Interdependence	<p>Predict how population changes of organisms at different trophic levels affect an ecosystem.</p> <p>Interpret the relationship between environmental factors and fluctuations in population size.</p> <p>Determine how the carrying capacity of an ecosystem is affected by interactions among organisms.</p> <p>Predict how various types of human activities affect the environment.</p> <p>Make inferences about how a specific environmental change can affect the amount of biodiversity.</p>
Biology Standard 3 Flow of Matter and Energy	<p>Interpret a diagram that illustrates energy flow in an ecosystem.</p> <p>Distinguish between aerobic and anaerobic respiration.</p> <p>Compare and contrast photosynthesis and cellular respiration in terms of energy transformation.</p>
Biology Standard 4	<p>Identify the structure and function of DNA.</p> <p>Associate the process of DNA replication with its biological significance.</p>

<p>Heredity</p>	<p>Recognize the interactions between DNA and RNA during protein synthesis.</p> <p>Determine the probability of a particular trait in an offspring based on the genotype of the parents and the particular mode of inheritance.</p> <p>Apply pedigree data to interpret various modes of genetic inheritance.</p> <p>Describe how meiosis is involved in the production of egg and sperm cells.</p> <p>Describe how meiosis and sexual reproduction contribute to genetic variation in a population.</p> <p>Determine the relationship between mutations and human genetic disorders.</p> <p>Evaluate the scientific and ethical issues associated with gene technologies: genetic engineering, cloning, transgenic organism production, stem cell research and DNA fingerprinting.</p>
<p>Biology</p> <p>Standard 5</p> <p>Biodiversity and Change</p>	<p>Compare and contrast the structural, functional, and behavioral adaptations of animals or plants found in different environments.</p> <p>Recognize the relationship between form and function in living things.</p> <p>Recognize the relationships among environmental change, genetic variation, natural selection, and the emergence of a new species.</p> <p>Describe the relationship between the amount of biodiversity and the ability of a population to adapt to a changing environment.</p>

CORE CURRICULUM

English Language Arts

Students in middle school and high school will have two (2) hours of English language arts instruction daily. At the middle school level, our reading program is modeled after the Achievement First reading program, a successful program first developed and tested at Amistad Academy in New Haven, CT. All of the curricula that we anticipate using have been proven to produce exceptional results in urban and suburban schools, and are suitable for students with special needs, are more advanced or designated as English language learners. At the high school level, all students study literature, analyze non-fiction, and write in a variety of formats including college preparatory research writing. In addition, all of these curricula meet and exceed the Tennessee Standards. Our overall reading program is based on the five components of excellent reading outlined by the federal government: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Phonemic Awareness and Phonics

As the core instructional program, we are considering using Reading Mastery.²⁸ Reading Mastery, with its synthetic phonics approach, helps students develop strategies for reading and understanding. Reading Mastery provides a balanced literacy approach and includes ample practice with phonemic awareness and phonics for the most struggling readers.

Given the low reading scores of our proposed student population, we do not want to make assumptions that incoming students have the phonetic foundation on which all future learning depends - particularly as students move from sight recognition and familiar vocabulary to more complex words and types of words. Although phonics and phonemic awareness are often seen as lower-level skills and thus not appropriate for a middle school program, this balanced and rigorous approach to literacy development is a strong practice used by other high-performing schools that have been successful at dramatically raising their students' reading scores in a short period of time. We will use flexibility grouping to differentiate instruction so that we meet the needs of those students who require phonics and phonemic awareness, and accelerate the instruction for those students who are higher skilled and do not require such remediation.

Fluency

To ensure that all our readers are fluent, Nashville Prep will test all students on fluency upon entry and prior to the start of each school year. For those students who demonstrate the need for fluency practice we are considering using the Corrective Reading Decoding program. Written for students who have difficulty reading accurately and fluently, the Corrective Reading Decoding program provides a unique blend of teacher-directed instruction and high-frequency practice to accelerate decoding. This proven intervention program progresses from teaching letter sounds and blending to reading passages typical of textbook material. Detailed data on performance will allow students to monitor their own improvement and experience success.

Additional Reading Curriculum

We will supplement the Reading Mastery program with a daily one hour guided reading lesson using authentic literature from the Scholastic Guided Reading Program.²⁹ Guided Reading programs deliver the materials needed to help *all* students become strategic and independent readers. The Guided Reading system for book leveling assigns each book a letter (A–Z) based on the degree of challenge it represents. Using the provided leveling chart, teachers can find just-right books for their students.

Vocabulary

Embedded in the Reading Mastery and Guided Reading programs are strong vocabulary strands and teachers will use these programs to build the vocabulary skills of our students. However, we adhere to the philosophy that vocabulary is best built through independent reading. Fifteen minutes of every day will be dedicated to “Drop Everything and Read” (DEAR). We will always respect the sanctity of this reading time, thus solidifying the concept that reading is essential to success in life. In addition, all students will be expected and required to carry their independent reading book throughout the school day, and keep it on their desks in all classes. We will teach students as part of student orientation that any available time – when they have

²⁸ Please see <http://www.mcgraw-hill.co.uk/sra/readingmastery.htm> for details on Reading Mastery curriculum.

²⁹ Please see <http://teacher.scholastic.com/products/guidedreading/index.htm> for details on the Guided Reading curriculum.

finished a class activity early or have completed a quiz – is an opportunity to enjoy reading. In addition, students will be required to read their independent reading books for at least 20 minutes per night as part of their homework and complete a reading log documenting his/her reading for the evening. The reading logs must be signed by the student’s parent and will be collected with daily homework.

Bill Honig, a respected expert on early reading, cites very compelling research on the subject:³⁰

- Students who score in the top five percent on reading tests read 144 times more than students who score in the bottom five percent.
- By the fifth grade, if students want to make grade level progress, they should be reading more than 1.1 million words a year outside-of-school (25 to 35 books or the equivalent) which should take 15 to 30 minutes a night; this is in addition to the 1.7 million words in school text. Instead of reading the necessary 2.8 million words, the average fifth grader reads only about 900,000.
- Although teaching vocabulary strategies (e.g. word families, scaffolding, etc) helps retention rates, the vast majority of new words *can be learned only through reading*. To reach these levels, students need to read the recommended 25 to 35 books a year after the first grade.

Comprehension

As students become more fluent readers, the focus of reading classes increasingly shifts to comprehension and textual analysis. The Guided Reading and Reading Mastery programs, again, have very strong comprehension strands that align to District and national standards. Moreover, Nashville Prep teachers will build student comprehension skills in two different ways: through (1) literature, and (2) in-depth analysis of text. We are considering using The Jamestown Signature Reading Series. This series has been recognized by a number of school systems for two powerful reasons: it is research-based and it works. Jamestown curricula motivate adolescent readers, and the focus is on gaining knowledge, which, as Jamestown rightly points out, is the goal of any literacy program. Further, vocabulary, fluency, and comprehension instruction, designed explicitly for adolescent readers who are struggling, shows measurable results on standardized tests. Overall, the Jamestown Signature Reading series is designed to: (a) improve students’ comprehension, vocabulary, content area reading, and meta-cognitive strategies, (b) encourage reading growth with graduated readability in each book, and (c) help students apply skills and strategies to new reading situations.³¹

Writing

In addition to the five key components of strong reading instruction, we will offer a rigorous writing curriculum that is designed to have students produce writing with excellent organization, elaboration, and flow in multiple genres. The focus of all writing classes will be clarity of expression. Because the best way to improve one’s writing is *by writing*, students will write every day in class and at home. We are considering using Writer’s Workshop in the fifth and sixth grade programs. Writer’s Workshop format for these grades would include story planning (possibly with peer conferencing), revision, teacher editing, and direct instruction in the

³⁰ *10 Components for a Comprehensive Reading Strategy*, Bill Honig, American Association of School Administrators, September 1997.

³¹ Please see www.glencoe.com/gln/jamestown/reading_skills/signature_reading for details.

mechanics of grammar. The goal for Writer’s Workshop for upper elementary students (Grade 5) is to challenge students to expand their ideas in the revision process not simply ‘correct’ the previous ones, to help students become aware of writing for different audiences, create focus within a topic and try to see the piece of writing from a distance. One important additional goal is for teachers to be sure revision strategies are well developed so students may use them comfortably in middle and high school. Students will learn step-by-step how to create strong sentences, paragraphs, and papers using templates and teacher modeling until they are confident enough to tackle the task without scaffolding.

Reading

By grade eight, students will be prepared to tackle ambitious texts, and begin the critical development of textual analysis. Students will read literature in a number of genres - including novels, short stories, poetry, drama, memoirs, and various other non-fictional texts including speeches and expository narratives. Students will read texts from myriad writers such as Lloyd Alexander, Richard Wright, Mark Twain, William Shakespeare, Virginia Hamilton, Langston Hughes and Toni Morrison. Students will acquire knowledge of a range of literary works reflecting a common literary heritage and exposing them to authors, poets and illustrators from America and from around the world. Knowledge of these authors, illustrators and works in their original, adapted or revised editions will contribute significantly to our students’ ability to understand literary allusions and participate effectively in our common civic culture. In selecting class readings or suggesting books for independent reading, teachers will ensure that their students are both engaged and appropriately challenged by their selections. We will also use text from awards lists such as the Coretta Scott King Medalists, Newbery Medalist and ALA Notable Books. Some texts in the literature courses will also be chosen to effectively coordinate with the content students are learning in history and science, and thus provide opportunities for students to make deep connections across the disciplines.

Reading classes at Nashville Prep will also involve extensive writing and explicit instruction and individualized support regarding such writing requirements. We are considering using the Power Writing Plus Program in our high school program. Power Writing Plus is a highly-structured writing program that provides students with a concise formatting structure to organize and convey their thoughts, and thus provides a strong platform on which teachers can design their lesson plans and build their students’ writing skills. Traditional Power Writing is based on a numerical approach to the structure of writing. It replaces the ambiguity and abstraction of writing terminology with a numbered structure that students can understand more easily. This numerical structure provides the basis for all forms of writing: expository, persuasive, narrative and descriptive. Power Writing solves the writer's frequent problem of how to say it and in what order. Equally important to Power Writing is the sequential teaching process that builds in steps upon the mastery of each concept. Students are taught how to organize their thoughts before their writing begins. Structured writing follows organized thinking. These concepts are taught with grade-appropriate exercises to assure that students possess the skills to expand complexity in their thinking and writing.³² Emphasis will be placed on the development of students as writers able to articulate thoughts and ideas using multiple styles of writing including journal articles, research papers, technical writing and essays. By the end of the eighth grade, students

³² Please see www.thewritingsite.org/resources/approaches/power/default.asp for detail.

will be able to produce top-quality narratives, expository essays, and persuasive essays, research papers, and literary analysis essays.

Mathematics

The Nashville Prep mathematics curriculum will produce students who have mastered middle school mathematics and Algebra I by the end of their eighth grade year, a critical milestone pursuant to success in advanced mathematics in ninth through twelfth grades (Algebra II, Geometry, Trigonometry, and Calculus). Therefore, students will have double periods of math to ensure a solid foundation of skills and concepts and prepare for an accelerated high school mathematics curriculum. Modeled after the mathematics curriculum of Roxbury Preparatory Charter School, the mathematics courses will have a dual focus: procedures (computation) and problem solving (application). The procedures class instills and reinforces basic math skills, rules, and operations that many students lack, and infuses new concepts and skills. Problem solving teaches students how to apply this procedural knowledge to complex, multi-step problems—often with “real world” applications. Students are taught mathematics vocabulary, so that across classes and teachers there is continuity in terms, definitions, explanations, and concepts throughout their middle school education. Math teachers agree on common definitions of terms identified during department meetings, and build these into a math vocabulary notebook that students create, use, and continue to revise as the year progresses.³³

We are also considering drawing from the Saxon Mathematics curriculum at the middle school level, a highly effective curriculum that gives students an exceptionally strong foundation in the basic skills, procedural computation, and conceptual understanding, and supplementing that curriculum as needed. Saxon Math will provide valuable resource materials to our math teachers, as it provides a thoroughly researched skills-based mathematics with two unique aspects: explicit instruction and a distributed approach to instruction, practice and assessment.

Science

The goal of Nashville Prep’s science curriculum is to develop scientific literacy and the skills necessary to design and carry out science investigations. At both the middle and high school levels, our science curriculum provides a rigorous scientific background. We are considering using Full Options Science Systems (FOSS) as a foundational program in our science curriculum. Students will develop and master scientific knowledge and skills in the major scientific disciplines: earth and space sciences, physical science, and life science. FOSS is a research-based science curriculum with materials that provide meaningful science education for middle school students and prepares them for life in the 21st century. The FOSS program also provides readings in science – FOSS Science Stories - thus adding power to the curriculum. Through the printed word students can extend their experience beyond the limits of the classroom and the FOSS curriculum; they can enhance their understanding of concepts by

³³Please see <http://www.roxburyprep.org/docs/numeracy.htm> for detail.

exposure to related ideas; and they can share in the lives of real and fictitious people who played roles in scientific discovery or applied scientific ideas to life situations. The hands-on activities will allow students to understand and apply the scientific method in engaging ways and the reading series will continue to support the school's mission of strong literacy skills across the content areas. As with all other curricular areas, we will continue to develop additional curriculum to supplement this research-proven model to ensure that our students are receiving a rigorous middle school science curriculum and are fully prepared to enter a more advanced course of study of the sciences at the high school level.

Social Studies/History

Our goal is to instill in students the historical skills and knowledge necessary for them to become lifelong students of history and active citizens. We are considering following the comprehensive and challenging Core Knowledge Sequence, developed by E.D. Hirsch at the University of Virginia. Hirsch and his team completed a comprehensive analysis of the key information students needed to know to be literate, culturally-aware citizens, and it is mapped in a clear, grade-level specific curriculum. The social studies/history curriculum will be presented in a way that is engaging and challenging. Teachers will expect students to master the key concepts and vocabulary, and they will also teach students to analyze primary sources, debate different points of view, and make cause-and-effect connections. Social studies class will be a fast-paced, multi-modal class in which students hone their non-fiction reading skills, learn important content, and apply it in written essays and oral presentations. For texts, we expect to use the Houghton Mifflin Social Studies curricula for all grades. The Houghton Mifflin curriculum has been shown to motivate middle school students to become active and informed citizens in alignment with state standards and maximizing teaching time. The curriculum provides a teacher with the flexibility needed to design engaging lessons, even as it delivers the infrastructure to provide the content and skill development middle school students need. The curriculum provides readable, accessible content that aligns with state standards and easy-to-use multiple resources meet the needs of all learners in the classroom.³⁴

Computer Technology

In fifth grade students will be allowed to either type or hand-write most of their assignments. However, as the sixth grade year progresses, students will be required to submit an increasing percentage of typed assignments. In seventh grade and beyond, all long-range assignments (reports, papers, history assignments, labs and reading assignments) must be typed. To ensure that students are able to submit assignments that are properly typed, beginning in fifth grade, all students will take computer technology once a week during enrichment period. The course content will advance each year, with students initially learning basic word processing, graphing, and spreadsheet skills. They will also use the internet to perform research for papers and

³⁴ Please see <http://www.hmco.com/company/newsroom/newsroom.html> for detail.

projects. The content of this curriculum will be closely linked to the other courses discussed above.³⁵

Foreign Language Instruction

Foreign Language instruction is an important component of a college preparatory curriculum and affords students many academic benefits. We will offer Latin as the foreign language beginning in ninth grade, replacing one of the two hours of mathematics taken at the middle school level. Studying Latin helps students achieve greater academic success in almost every subject. Author Dorothy Sayers writes, “[T]he best grounding for education is the Latin grammar...not because Latin is traditional and medieval, but simply because even a rudimentary knowledge of Latin cuts down the labor and pains of learning almost any other subject by at least 50 percent. It is the key to the vocabulary and structure of all of the Romance languages and to the structure of all the Teutonic languages, as well as to the technical vocabulary of all the sciences and to the literature of the entire Mediterranean civilization.”³⁶ A College Board report shows students who study Latin perform better than those who study all other languages on the SAT Critical Reading test.³⁷

INSTRUCTION for LIMITED ENGLISH PROFICIENT STUDENTS _____

We are committed to providing a challenging and high quality education for all of our students. Therefore, even if we have one student with limited English proficiency or no English proficiency, we will support that student in moving towards reaching and surpassing our high standards, and we will equip him/her with individualized support necessary for his/her academic success. We will serve any and all students with limited English proficiency (English Language Learners or “ELL”) using structured English language immersion so that they receive appropriate support and achieve proficiency in the academic English language as quickly as possible. Our ELL program is designed exclusively to meet our mission. If students are to leave our school and enter, excel in, and graduate from the strongest college-preparatory and magnet high schools, they must read, write, and speak English fluently. Effective delivery on this mission requires that we teach our students English.

The school will serve English Language Learners based on the U.S. Department of Education’s six steps of progression through an ELL program: 1) enrollment in school, 2) identification of potential ELLs, 3) assessment determining need for ELL services, 4) provision of appropriate ELL services, 5) transition from ELL services, and 6) monitoring ability to participate meaningfully.³⁸ In implementing our ELL program, Nashville Prep will comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974.

³⁵ We acknowledge that many of our students will come from homes where there is not access to technology. As a result, we will make time in the daily schedule, during lunch and after school for students to have access to computers to complete any projects.

³⁶ Sayers, Dorothy L. “The Lost Tools of Learning.” <http://www.gbt.org/text/sayers.html>. Accessed on September 18, 2010.

³⁷ “2010 College Bound Seniors: Total Group Profile Report.” The College Board. 2010.

<http://professionals.collegeboard.com/profdownload/2010-total-group-profile-report-cbs.pdf>. Accessed on September 18, 2010.

³⁸ Please see www.ed.gov/offices/OCR/ELL/cprogression.html for detail.

Students with limited proficiency in English will achieve proficiency in the English language through the use of Nashville Prep’s services and teaching methods. We will ensure that ELL students are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and that ELL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from Nashville Prep in their native language. Parental outreach will also be conducted through home visit by a school representative and an interpreter.

Identification of ELL Students

We will use the following process for identifying students who are ELL: (1) Home Language Surveys will be used to screen all new enrollees for potential limited English proficiency; (2) If the home language is other than English or the student’s native language is other than English, appropriate Nashville Prep faculty or a hired interpreter will conduct an informal interview in the student’s native language and English; (3) If the student speaks a language other than English and/or the student speaks little or no English, we will administer W-APT and ACCESS for ELLs. Results from these assessments will be used to inform instruction and ensure all students are able to access the academic content and master performance and content standards.

Teachers will be responsible for observing each student throughout the class day with an eye toward detecting limited English proficiency. All teachers will receive professional development training in techniques for detecting whether a student has English language deficiencies and in communicating with students designated as ELL students. Any student suspected of having limited English proficiency will be tested to determine what level of services, if any, are necessary.

English Immersion Program and Services

All ELL students will receive the same academic content as those students who are native English speakers. Nashville Prep will use the Sheltered English Immersion (SEI) protocol. All instruction at Nashville Prep will be in English. However, the level of English used for instruction—both oral and written—will be modified appropriately for each ELL student. This does not mean that the content will be “watered down.” Instead, teachers will incorporate a variety of strategies to make the content more comprehensible. For example, use visuals and diagrams, provide many opportunities to practice key vocabulary, and utilize graphic organizers. General education teachers of English language learners will adapt lessons, assignments, and instructional groups to reduce language barriers and to assist ELLs to participate fully in the educational program. Staff will take participate in professional development opportunities in these areas as they become available through the Office of Bilingual Education. Students will never be prevented from speaking in their native language, either inside or outside of the

classroom. We will create the most accepting cultural atmosphere possible, such that students of all backgrounds and languages feel welcome and valued.

Research has shown that immersion is increasingly considered more effective at teaching English to students, compared to bilingual education.³⁹ We plan to provide all necessary faculty and specialized curricular materials to enable ELL students to achieve proficiency and attain the high standards established for all students. We will directly provide or outsource appropriate support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Nashville Prep will be prepared to address the needs of students who are struggling with the structured English immersion program by providing, if it is determined to be the best course of action, pull-out instruction and/or assignment of a certified aide, teacher or qualified consultant under contract who speaks that child's native language. Pull-out instruction will focus on increasing basic English - including vocabulary, grammar, reading and writing - so that students can perform and participate in their regular classes. When possible, in order to minimize disruption to the student's daily schedule, these services will take place outside of normal class time. Our extended day schedule provides ample time that can be used for additional intensive English language instruction. We will actively recruit at least one full-time teacher who speaks the foreign language that is most common among our students. We believe that in order to have meaningful relationships with parents and students who do not speak English as a first language, we must be proactive in our communication styles and techniques. This may require us to be creative through the involvement of translators, community organization support, or friends of Nashville Prep. We will make sure that all home-school correspondences are translated using a document service company. During the planning year, we will secure ELL experts to help design and review our ELL services.

All Nashville Prep students, including ELL students, will receive instruction using methods proven to be effective for developing English proficiency. Students will be taught academic language explicitly and this language will be fully embedded in the culture of the school so that it is reinforced in every classroom regardless of the subject area. Initially EL students will be able to use some native language and/or colloquial speech for personal narratives while developing their English skills. Vocabulary building exercises will be incorporated into all classes so that students learn academic vocabulary in the content-specific context making it meaningful and relevant.

As a team, teachers will set writing goals for ELL students which are monitored and assessed frequently. Assessments evaluated as a measure of meeting these goals will primarily be informal assessments (such as writing samples from a journal or class assignment rather than a unit exam). Work from both non-native English speakers and native English speakers will be samples for instructional assessment. Team meetings will focus on a specific assessment which has previously been agreed upon and implemented by all teachers.

³⁹ Arizona Department of Education, July 2004. "The Effects of Bilingual Education Programs and Structured English Immersion Programs on Student Achievement: A Large-Scale Comparison" found at http://www.public.asu.edu/~macswan/ade/ade_document.pdf.

Exit Criteria

The proficiency of an identified ELL student receiving pull out services will be measured at least twice a year to determine whether continued special services are warranted. All pull-out and special services will continue until a student attains fluency in English language proficiency as measured by the *ACCESS for ELLs*. In addition, we will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. If an ELL student continues to struggle in these academic areas, modifications to the instructional program may be made. Any student classified and receiving educational services as an ELL student who subsequently tests high enough to exit the program will be deemed to be no longer in need of ELL services. No students will be exited from the ELL program unless they can read, write, and comprehend English well enough to participate fully in Nashville Prep's academic program.

Accountability and Evaluation of the ELL Program

In order to ensure that the ELL program is achieving the desired results (students are making progress in the acquisition of the English language and making progress academically), an annual evaluation will occur. To determine the need for programmatic modifications, Nashville Prep will evaluate the progressive growth of its ELL students on standardized assessments and non-standardized assessments in comparison to that of non-ELL students. Nashville Prep will also track students longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of students who were once classified ELL and non-ELL students as measured by standardized assessments and non-standardized assessments. Nashville Prep will track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur.

STUDENTS WITH DISABILITIES

Nashville Prep will provide students with disabilities with a Free and Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE) possible. We will comply with all regulatory special education requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Likewise, we will fully comply with additional regulations and policies of the state of Tennessee and Metro Nashville Public Schools.

Special Education Program Structure

Our special education program will be spearheaded by a certified Special Education Coordinator (“SPED Coordinator”), directly responsible for ensuring that Nashville Prep is in compliance with all applicable special education laws and requirements. Experienced and certified special education teachers will be employed to ensure that the unique needs and learning styles of all students are being met. Whenever possible, we will educate all students within the regular education classroom, unless the nature of the disability requires a student’s removal. In exceptional circumstances, when it is critical to a student’s academic progress, the school may utilize pull-out services to aid the student’s academic success. Special education teachers (“SPED teachers”) will coordinate the direct instruction and inclusion of Special Education students. Classroom teachers will be informed of their responsibilities for particular students, trained and guided by the SPED Coordinator, SPED teachers and/or the Director of Curriculum and Instruction on how to successfully meet those responsibilities, and will implement any modifications or accommodations in their classes in accordance with the students’ Individualized Education Plans (“IEPs”). As required (outside of the classroom) tutoring, counseling, physical, occupational, speech and language therapy services will be provided (either by Nashville Prep certified staff or specially contracted expert professionals) for those with special needs. Our special education staffing structure through full enrollment is outlined in **Table 2.22** below.

Table 2.22 Special Education Staffing

Operational Year	Anticipated SPED Population	Projected Staffing Needs ⁴⁰
2011-2012	17 students	1 FTE SPED Coordinator, 1 SPED Teacher
2012-2013	34 students	1 FTE SPED Coordinator; 2 SPED Teachers
2013-2014	50 students	1 FTE SPED Coordinator; 3 SPED Teachers
2014-2015	65 students	1 FTE SPED Coordinator; 4 SPED Teachers

Given the challenges that other charter schools have faced, we have identified specific resources in the community for technical assistance in the implementation of systems and training for all teaching faculty, particularly in regards to the successful implementation of accommodations and modifications in a strong inclusion model with pull-outs as needed.

⁴⁰ This projection includes full-time SPED teachers as well as other SPED certified teachers who cover SPED and non-SPED duties.

Identifying Students with Special Needs

When students are admitted to the school, we will follow up with the sending schools to determine whether the students have IEPs and ensure these records are transferred to Nashville Prep prior to the beginning of the school year. Parents and teachers of students with special needs will attend a meeting led by our Special Education Coordinator to determine appropriate services to be delivered at Nashville Prep. We will comply with all laws and provisions regarding students with IEPs. We will implement IEPs as written, and if a child's IEP needs to be reviewed for updated goals and services or to determine continued eligibility for special education, the IEP team will convene for a review of the IEP.

Throughout the school year, Nashville Prep's frequent internal assessment program provides an efficient means to identify students who are struggling academically. Weekly, each teacher will review the progress of his/her students based upon their performance on homework, class work, tests, quizzes and projects. The Executive Director and the Director of Curriculum and Instruction will monitor student assessment data at regular intervals. This will allow students who are struggling with the course material to be identified quickly. If a student is not making sufficient academic progress, the Special Education Coordinator, in consultation with the Director of Curriculum and Instruction, will develop a pre-referral strategy that may include tutoring and/or other supports. The effectiveness of the pre-referral strategy on the student's progress will be carefully monitored for up to six (6) weeks. In addition, other information will be gathered to determine if a student may have a learning disability, such as parent questionnaires, classroom observations, analysis of work samples, and teachers' anecdotal data.

Evaluating Students with Special Needs

If pre-referral strategies are unsuccessful, the student is not progressing academically, and classroom teachers or special education faculty believe a disability may exist, the student will be referred, in writing, to the Special Education Coordinator for individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional faculty member of Nashville Prep. Such referrals will (1) state the reasons for the referral and include any test results, records or reports upon which the referral is based; (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose; and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral along with the procedural safeguards notice described in 34 CFR §300.504 will be sent to the student's parents. The Special Education Coordinator and the Director of Curriculum and Instruction will convene a meeting with the student's parents to discuss the option of psycho-educational testing to determine the child's special education eligibility and to secure written parental consent to conduct such testing. Nashville Prep will then conduct such testing, either in-house or via the services of an expert consultant. Once the tests have been conducted and the results are received, an eligibility meeting will be reconvened with the parents, the Special Education Coordinator, the student's advisor, and other appropriate faculty. At that time, a decision will be made as to the student's eligibility for special education services. If the student is eligible for special

education services, an IEP for that student will be developed. All IEPs will be evaluated and revised as needed at least annually. All assessments and evaluations will be repeated at least once every three years.

Section 504

Section 504 requires schools receiving federal funds to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. Section 504 prohibits discrimination on the basis of disability. Nashville Prep will adhere to all obligations under IDEA (Individuals with Disabilities Education Act) and Section 504. We will immediately evaluate and identify any students protected under Section 504. This includes any student determined to: 1) have a physical or mental impairment that substantially limits one or more major life activities, 2) have a record of such impairment, or 3) be regarded as having such impairment.

The Special Education Coordinator will serve as the Section 504 coordinator to ensure that the legal rights of such students are met and that their special needs are effectively served.

RESEARCH BASE

It is our steadfast belief that successful schools must be designed, built, and run based on both proven best practices in the field and quality educational research. In designing our education program, and as part of Building Excellent Schools⁴¹, we have consulted the programs of the nation's strongest schools achieving the highest academic results with a sharply similar student population as the one we intend to serve. These schools produce results because they, too, sought the advice and counsel of those who had come before them. This reliance on what has been *proven* to work, rather than on what we believe *should* work, will enable us to deliver on our ambitious mission of preparing our students to success at the best college preparatory middle and high schools. To further strengthen our program, we have married this practitioner-based research with proven research in the field of education that supports our curricular choices and instructional techniques.

SCHOOL VISITS AND BEST PRACTICES

In a knowledge-based economy, students must be prepared to meet the challenges of entering and completing college. Students living in poverty are less likely than middle class students to develop college aspirations without non-familial intervention.⁴² Clearly, college preparation warrants a thematic, deliberate approach. High performing college preparatory urban charter schools embrace college preparation as their theme and share core characteristics which have been incorporated into Nashville Prep's design.

⁴¹ Please see **Appendix F** for more detail.

⁴² Hossler, Don, Jack Schmit, and Nick Vesper. *Going to College*. Johns Hopkins University Press. 1998.

Information gathered by the Nashville Prep Founding Board is absolutely essential to our educational approach. Nearly every element of our school model is based upon successful implementation and execution at other high performing schools. We believe that our design must be based on proven models of excellence, not experimentation. As such, we have used successful practices from schools around the country to guide our design process in all areas including academic curriculum, instruction, culture, routines, hiring, physical space, and character education. We believe strongly in the importance of ongoing school visits and will build time into the annual professional development schedule for at least four visits to successful urban charter schools by all of the staff of Nashville Prep.

Tables 2.23 – 2.25 provide a partial list of the schools visited by the planning team during the designing phase of Nashville Prep.

Table 2.23 Local School Visits

KIPP: Nashville Academy	Nashville, TN	LEAD Academy	Nashville, TN
--------------------------------	----------------------	---------------------	----------------------

Table 2.24 Regional School Visits

KIPP: Diamond Academy	Memphis, TN	Freedom Preparatory Academy	Memphis, TN
Memphis College Prep	Memphis, TN	Veritas College Prep	Memphis, TN

Table 2.25 National School Visits

North Star Academy	Newark, NJ	Leadership Preparatory Charter School	Brooklyn, NY
Excel Academy Charter School	Boston, MA	Roxbury Preparatory Charter School	Boston, MA
Coney Island Preparatory Charter School	Brooklyn, NY	Roxbury Preparatory Charter School	Boston, MA
KIPP Academy Lynn	Lynn, MA	Boston Preparatory Charter School	Boston, MA
Prestige Academy Charter School	Wilmington, DE	Elm City College Prep	New Haven, CT
Boston Collegiate Charter School	Boston, MA	Robert Treat Academy Charter School	Newark, NJ

Achievement Preparatory Academy	Washington, DC	Excel Academy Public Charter School	Washington, DC
KIPP Infinity Charter School	New York, NY	Excellence Girls Charter School	New York, NY
Democracy Preparatory Charter School -- Harlem	New York, NY	Democracy Preparatory Charter School Blackstone Valley	Cumberland, RI
KIPP NYC College Prep High School	New York, NY	Harlem Children's Zone: Promise Academy	New York, NY

Through deep and close study of these schools, and full access to the school's leadership, there are a clear series of shared characteristics that all share, and from which we have informed the design of Nashville Prep. **Table 2.26** outlines those shared characteristics.

Table 2.26 Shared Characteristics of High Performing Urban Charter Schools

Firm belief that all students can learn and achieve at high levels.	Frequent internal assessments with data to drive instruction.
Clear, outcome-focused mission, understood by all, and evidenced throughout the school.	Strong discipline code enforced by all.
Leader(s) highly visible ensuring all are focused on mission.	Clear and frequent communications with parents regarding student performance.
Highly-structured learning environment and organization.	Strong curriculum focus on skill and content mastery.
Classroom practices promote continuity from one classroom to another.	Extended school day and extended school year.

Informed by these characteristics and therefore embedded in the school's design are: (1) the belief in student capacity, (2) adherence to an outcome-focused mission; (3) a strong discipline code within a highly structured, uniform learning environment; and (4) a strong curriculum focus on skill and content mastery. We will also use a data-driven instructional model with extra time

to learn to complement the school’s design to ensure college readiness for our students. We are implementing this school construct in order to counteract the inequalities in cultural capital students from minority or low-income families often have, leading to lower rates of college preparation.

As part of our planning process, we will continue to travel across the country visiting high performing urban public schools. We will continue to meet with school leaders and closely examine the best practices, systems and structures that lead to strong student achievement with similar student populations. We will continue to take what we learn and incorporate it strategically into our school design. We only plan to use methods that have proven successful and are supported by ample evidence of positive achievement outcomes for urban children.

SCHOOL LEADERSHIP RESIDENCIES

Our proposed Executive Director, Ravi Gupta, has completed an intensive leadership residency with Democracy Preparatory Charter Schools, located in Harlem, New York and Cumberland, RI. Throughout his tenure at Democracy Prep, he participated in and led teams at each campus while studying the instructional model and analyzing the successful systems and programmatic elements being used at one of the highest performing middle schools in New York City. Mr. Gupta will continue his leadership residencies in at least one additional charter school, proven to be one of the highest performing schools in its community and state. From such hands-on work, and the development of a powerful network of educational colleagues, Mr. Gupta will be prepared to take on the responsibility of leading Nashville Prep.

EDUCATIONAL RESEARCH

All of our curricular choices are standards- and research-based programs fully aligned to the new Tennessee Curriculum Frameworks.

In addition to implementing research-based curricula, our instructional methods, derived from the best practices of the nation’s highest performing urban schools, are rooted in educational research that proves their effectiveness. Most of our instructional methods are derivatives of the Direct Instruction method of teaching. Direct Instruction (DI) is an explicit, scientifically based model of effective instruction developed by Siegfried Engelmann in the 1960s.⁴³ Guiding principles of DI include every child can learn if we teach him or her carefully and all teachers can be successful when given effective programs and instructional delivery techniques.⁴⁴ Ultimately it is the teacher’s responsibility for student learning; students are not blamed for their failure to learn.

Engelmann’s theoretical framework for Direct Instruction asserts that “faultless” communication by the teacher leads to effective understanding by students. A faultless presentation “rules out the possibility that the learner’s inability to respond appropriately to the presentation, or to

⁴³ <http://www.newhorizons.org/spneeds/inclusion/teaching/marchand%20martella%20ausdemore.htm>.

⁴⁴ Ibid.

generalize in the predicted way, is caused by a flawed communication rather than by learner characteristics.”⁴⁵ Students learn more if instructional presentations are clear, which rules out misinterpretations and helps students generalize skills in different contexts.⁴⁶

Under Tennessee law, our enrollment preference must be for those students who: (1) come from or are zoned to attend a school that is failing to meet AYP, (2) students who are failing or at-risk themselves, or (3) students who qualify for free or reduced price lunch. Therefore, our enrollment will most likely be comprised of students who are behind academically or at risk for academic failure. Our model of Direct Instruction in the middle grades works to address this concern so that we can effectively and efficiently move our students up to grade level and beyond, allowing us to accelerate the pace of learning in preparation for college and beyond. The goal of DI is to "do more in less time"—accelerating student learning by carefully controlling the features of curriculum design and instructional delivery.⁴⁷ There are three main components of DI programs. These include: program design, organization of instruction, and teacher/student interactions.⁴⁸

- **Program design** relates to: (a) careful content analysis that promotes generalization (teaching the "big ideas" of instruction); (b) clear communication (the "wording of instruction" as well as how instruction is sequenced and examples are introduced); (c) clear instructional formats (specifies what teachers are to do/say and what responses students should produce); (d) sequencing of skills (prerequisites are taught before a strategy is taught; easy skills are taught before more difficult skills; strategies/information likely to be confused are separated; instances consistent with a rule are taught before exceptions); and (e) track organization (activity sequences are targeted that teach skills over multiple lessons to ensure firm responding).⁴⁹
- **Organization of instruction** centers on: (a) instructional grouping (using flexible skill grouping as compared to "tracking"); (b) instructional time (increasing academic learning time—the time students are engaged with high success rates); and (c) continuous assessment (providing ongoing in program assessments to inform instructional practice).⁵⁰
- **Teacher-student interactions** include: (a) active student participation (increasing opportunities for students to respond and receive feedback); (b) unison responding (increasing students' responding by having them chorally respond); (c) signals (providing a cue to evoke unison oral responses); (d) pacing (promoting active student engagement with brisk teacher pacing); (e) teaching to mastery (ensuring firm responding over time); (f) error corrections (minimizing student errors by carefully sequencing instruction; when

⁴⁵ Baltimore Public School study quoting, Engelmann, S., & Carnine, D. (1991). *Theory of instruction: Principles and applications*. Eugene, OR: ADI Press, p.3.

⁴⁶ <http://www.newhorizons.org/spneeds/inclusion/teaching/marchand%20martella%20ausdemore.htm>.

⁴⁷ Ibid.

⁴⁸ Marchand-Martella, N. E., T. A. Slocum, & R. C. Martella, R. C. (Eds.). (2004). *Introduction to Direct Instruction*. Boston, MA: Allyn and Bacon.

⁴⁹ Ibid.

⁵⁰ <http://www.newhorizons.org/spneeds/inclusion/teaching/marchand%20martella%20ausdemore.htm>.

errors do occur, using careful error correction procedures—model, lead, test, retest); and (g) motivation (enhancing motivation through high levels of student success).⁵¹

Direct Instruction has been proven to be highly effective in high poverty schools where students enter academically behind. A 2003 four-year study of direct instruction in six Baltimore City schools concluded that Direct Instruction “is a viable whole-school reform option for raising student achievement in reading and mathematics.” The 2003 study, published by the Center for Research on the Education of Students Placed at Risk (CRESPAR), stated that “there have been sufficient achievement gains to justify its continuation as a reform option. In schools where teachers have become heavily invested in the program and scores are rising, we believe *it is particularly important to continue implementing the reform, as change would be potentially disruptive*.⁵² As students mature in their studies, and as an increasing part of the high school program, students will be led in Socratic seminar, and trained to take on a more active leadership role within the classroom.

COMMUNICATION with PARENTS

In support of T.C.A. §49-2-305 addressing parent communication and involvement in public schools, communication with parents is an integral part of our school design. In *Home Advantage: Social Class and Parental Intervention in Elementary Education*, Lareau’s research indicates that social class is a key determinant of the extent to which parents advocate for their children in school settings. Too often, parents feel that they are unable to navigate the landscape of school. As a result, they disengage from the schooling process, to the detriment of their children’s achievement.⁵³ Nashville Prep will engage in deliberate efforts to welcome parents into the school community, provide frequent communication, and encourage reciprocal engagement between home and school.

We believe that parental support is an integral part of a student’s education, and will make every effort to ensure that parents are an active part of our community from Day One. Parents will be engaged through immediate outreach upon enrollment of their child, and the school will hold annual family orientation meetings and multiple Family University Nights in the early fall. We will communicate proactively and frequently with families, inviting them into the life of the school and the success of their student. Parents will be taught how to be a successful Nashville Prep parent, and will be asked to sign the Nashville Prep Family Contract to support their children and the educational mission of the school. These parental commitments include ensuring that their child is at school and on time, in their uniform each day, helping with homework and ensuring that it is complete, reading with their child each night, assisting their child in contacting the teacher regarding any problems or questions on an assignment, providing a quiet place with light for their child to study at home, and being available to meet with the teachers at home or at school if the need arises. Parents understand that they may get a phone call from the school for any reason regarding their child. Family input will be sought in multiple

⁵¹ <http://www.newhorizons.org/spneeds/inclusion/teaching/marchand%20martella%20ausdemore.htm>.

⁵² Baltimore Curriculum Project: http://www.baltimoreprep.org/docs/DI_OPEN_COURT_FACT_SHEET.pdf.

⁵³ Lareau, Annette (2000) *Home Advantage: Social Class and Parental Intervention in Elementary Education*. Rowman & Littlefield.

ways throughout the year, including through an annual family survey, the results of which will be included in our Annual Report and are included as a measure of success on our Accountability Plan.

Section 3: ACADEMIC ACHIEVEMENT and REMEDIAL ACTION

Describe the plan for evaluating student academic achievement at the proposed public charter school and the procedures for remedial action that will be used by the school when the academic achievement of a student falls below acceptable standards.

To retain its charter, a charter school is required by law to make adequate yearly progress, as measured by the state, toward achievement of the state’s accountability goals. All schools must participate in the state’s assessment system, the Tennessee Comprehensive Assessment Program (TCAP).

Provide a detailed framework of the school’s approach to assessment, including any external and internal measures that will be used to establish and monitor student academic and non-academic progress beyond the state testing requirements. Summarize how performance data will be collected, reported, and used to improve instruction. Provide details about your plan for intervention and remediation should students fail to demonstrate adequate yearly progress.

EVALUATING STUDENT ACADEMIC ACHIEVEMENT ---

Nashville Prep embraces accountability, and sees accountability both as the engine that helps to drive student achievement and as the exchange for the autonomy that a charter allows. We implement a transparent assessment system that triangulates data, provides objective, longitudinal, and comparative measures of student achievement, and measurement of the fiscal soundness of the organization.

“Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.”⁵⁴

All assessment elements support our college preparatory mission for the students of Nashville Prep, and all assessment measures are ambitious and achievable. **Figure 3.1** outlines the approach and steps of our Outcomes Assessment Plan.

⁵⁴ *Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning* by Huba and Freed 2000.

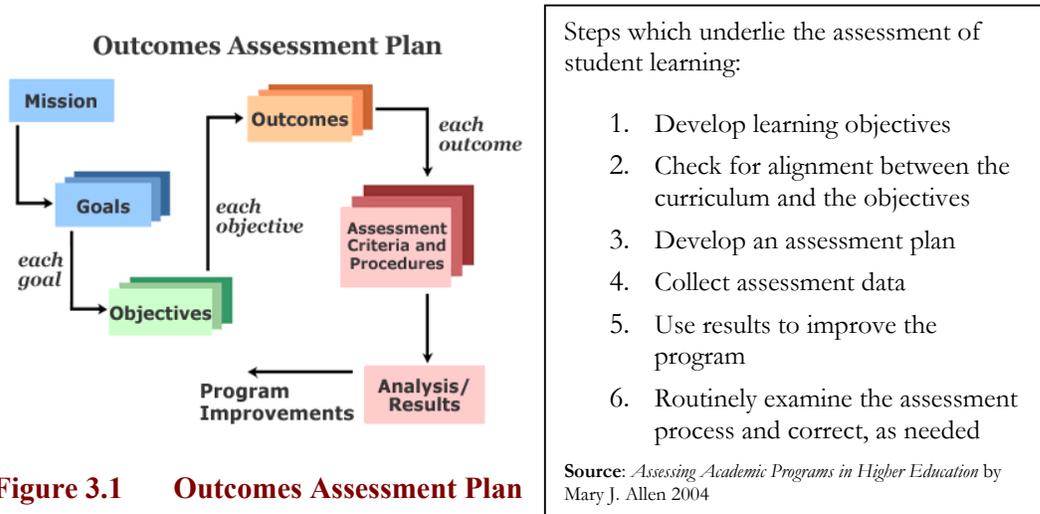


Figure 3.1 Outcomes Assessment Plan

To accomplish our goals, under the direction and leadership of the Executive Director and Director of Curriculum and Instruction, we will measure academic progress extensively and precisely using a wide variety of ongoing assessment tools. We believe that it is important to regularly and objectively assess student achievement and instructional effectiveness and to prepare every student to succeed on any form of assessment, be it designed by the school or standardized exam. In addition to Tennessee and nationally-normed assessments, we will ensure that baseline, cumulative and comprehensive interim and end-of-year assessments developed by the school are frequent, relevant, and aligned with TN Standards. We view our frequent assessments as tools to help teachers strategically use data to inform instructional decisions in order to ensure student mastery. School-wide, frequent assessments allow us to ensure that all students have mastered the material in the curriculum. Our assessment system will provide real-time data that will inform reasonable adaptations and appropriate accommodations for students with diverse learning needs, where such adaptations or accommodations are necessary to measure the achievement of those students. Accommodations will be designed to ensure that all students, including students with disabilities and English language learners, are able to access the assessment.

To measure what our students know and are able to do, we will employ a robust assessment system that does not rely on any one measure or type of measure in isolation; instead, we will rely on three (3) types of measures in concert. Each one of these measures will allow us to triangulate the data and to most effectively and accurately demonstrate student achievement results and strategically inform the ongoing improvement of our educational program. The data will specifically determine if students have mastered the curriculum, if extra supports are needed for individual students, if cohorts of students have progressed over time, if individual teachers have demonstrated effectiveness, and if we are accomplishing our overall mission. Our assessment system is aligned to TN Standards assessment methods so as to ensure appropriate comparison with the academic performance of traditional public and other charter schools.

Baseline Assessments

All Nashville Prep students will complete a series of academic assessments when they first arrive at the school. Students will take reading assessments such as the Degrees of Reading Power (DRP) exam to gauge general reading level and vocabulary knowledge. They will also take a test of oral reading fluency and reading comprehension. Additionally, incoming students will take the Stanford-10 in reading and mathematics, as well as internally developed assessments. Baseline data prior to students' entrance to Nashville Prep will help determine the materials that need to be taught to incoming students and also will inform our placement decisions for the initial composition of flexible ability groupings in the core subjects of math and literacy. All students, incoming and returning, will take the end-of-the-year exams for all of their courses. Students' initial performance on these assessments will be used as a baseline against which we can compare year-end results, and through which we can measure longitudinal academic growth from year to year. These comparative results will be used to improve instruction for the following school year.

Baseline data will be collected in all three types of assessment measures: (1) absolute, (2) value-added outcome, and (3) internally developed assessments.

- 1. Absolute Measures.** Absolute measures are those that are based on a specific set of pre-determined content knowledge and skills. These measures are also called criterion-referenced or standards-based because they measure against criteria rather than against other students or students over time. Their goal is to measure academic proficiency against a standard of knowledge and skill that does not change. The Tennessee Comprehensive Assessment Program (TCAP) is an example of such a test. Under NCLB it is our goal to make Adequate Yearly Progress (AYP) on the state tests in English language arts and mathematics for all sub-groups of students in the school as disaggregated by race, income, special education status, and English proficiency, and in all years.
- 2. Value-Added Outcome Measures.** Due to the low achievement levels of local elementary schools, we anticipate that most of our students will enter Nashville Prep not proficient in literacy or math. As a result, one of the most important indicators of our success in early grades will be the amount of value we add to our students' performance in each of these areas. Value added scores will measure both the progress of individual students over time as well as that of cohorts of the same students over time. Because this measure compares students to themselves, it controls for demographic factors that may influence performance.

We will measure added value on a nationally-normed test, such as the Stanford 10. This test will allow us to compare our student performance to similar grade level cohorts across the nation. Progress of students will be expressed in Normal Curve Equivalent (NCE) scores and converted into percentile rank for dissemination. The increase in percentile rank will demonstrate progress being made by Nashville Prep students compared to that expected of the national sample. While rapid value-added improvement alone is not enough to ensure proficiency on the TCAP or other criterion referenced exams, it does demonstrate progress towards that goal.

Value-added measurements will also be conducted for our criterion-referenced tests. These results will be expressed in scale scores, which represent a specific level of skill and knowledge. Students will be expected to demonstrate an improvement on their scale score in each successive grade at a rate that will ensure that they eliminate the gap between current performance and proficiency prior to graduating from Nashville Prep. All students will be tested at the start of their first year with Nashville Prep, and each June thereafter.

3. Internally Developed Measures

In addition to the external standardized assessments that are an essential part of preparing our students to enter and succeed in college, we believe that other indicators and assessments are critical in preparing them to *succeed* in those schools, college and beyond.

- **Q²s – Quick Questions** at the start of each class allows the teacher to quickly assess student understanding of a specific topic.
- **Homework** will serve as a consistent barometer for student performance. Since homework will be a review of subject content already covered, it will allow teachers to know how each student is performing on each lesson and identify any necessary student interventions.
- **Reading Logs** will be collected each morning as part of a student’s daily homework. These logs will allow teachers to have a quick check on the reading level and proficiency of the student over time.⁵⁵
- **Weekly quizzes** will be given at the end of the week and will focus on the skills and content taught in class during that week. This will provide immediate data to help teachers assess how students are progressing toward the mastery of multiple concepts and allows teachers to make accurate and informed decisions about the additional supports that a student(s) might need.
- **Projects/ Essays/ Lab Reports** will be an integral part of the curriculum. Students will be required to complete longer-term projects, essays, or lab reports that demonstrate organizational and time management skills, and the ability to show content mastery in different formats. Quality of student performance on such as projects, essays, and lab reports will be evaluated using teacher-developed rubrics. Teachers will be encouraged to collaborate both with other teachers within their department and teachers in other departments to develop rubrics for assignments.
- **Interim Assessments** are cumulative exams that will be given at the midpoint of each trimester. These exams will provide detailed data on student mastery of content taught since the start of the school year. This data will be analyzed by leaders and teachers and will allow us to identify students who need additional supports or to determine content standards that need to be revisited. Interim assessments will mirror the testing environment and question style of state and national exams, allowing students to feel

⁵⁵ Students will be required to read their independent reading books for at least 20 minutes at home each night as part of their homework. Students will check out a book from our library according to their ability level. Parents will be required to sign student reading logs each night. We are considering using a leveled book series such as Jamestown Publishers or the Accuplacer Reading Comprehension computer system to track students’ understanding of their independent reading books and to assist in the selection of appropriate books for future reading.

comfortable and confident when taking high stakes exams and effectively minimizing poor scoring due to student test anxiety and frustration.

- **End-of-Trimester Comprehensive Exams** are cumulative exams that primarily evaluate students' mastery of material taught since the start of the school year. Trimester comprehensive exams will be given at the end of the 1st and 2nd trimesters. They will account for 25% of a student's overall grade for each respective trimester.
- **End-of-Year Comprehensive Exams** are cumulative exams that evaluate students' mastery of content and performance standards for the entire course. These exams will be administered at the end of the third trimester and account for 25% of a student's overall grade for the year.

Each of these internal assessments will be aligned with content and performance standards and will provide teachers with several opportunities to monitor students' progress toward mastering such content and performance standards.

USE OF ASSESSMENT DATA

To ensure that we are able to use data effectively to diagnose educational strengths and needs of students and to inform instructional planning and professional development, we will adopt the data analysis process outlined in the text *Driven by Data*⁵⁶ by Paul Bambrick-Santoya, Co-Founder and Managing Director of the North Star Network of Uncommon Schools and as used by North Star Academy in Newark, NJ.⁵⁷ After each assessment is given, data will be generated and made available to teachers. This data will include the standards that each test item assessed, the percentage of the class with correct or incorrect responses, each individual's responses, and newly taught versus reviewed standards. Teachers will use this data to complete a comprehensive item analysis of the test results. Based on the results of the analysis, teachers will be able to determine which content standards need to be re-taught in whole group instruction, the students who require small group instruction to reinforce concepts, the students who need additional individual support or tutorial, and the content standards that have been mastered and only require integration or spiraling into the existing curriculum or homework. The data will also help us to develop and modify our curriculum, instructional methods, and professional development programming.

The Director of Curriculum and Instruction will be responsible for tracking and monitoring assessment data. Teachers will be trained to analyze data during our comprehensive Summer Professional Development and then meet each Friday afternoon and other scheduled professional development days to review specific assessment data in faculty working groups. Such analysis will help all teachers keep their eyes on the prize: student mastery of clear standards. When necessary, modifications will be made to instruction to more effectively meet the needs of

⁵⁶ Bambrick-Santoya, Paul. *Driven By Data*. San Fransisco, CA: Jossey-Bass, 2010.

⁵⁷ Knowledge of the North Star Data Analysis Method was informed by a workshop conducted by Paul Bambrick, Co-Director of North Star Academy in Newark, NJ. North Star has the highest percentage of graduates accepted to four-year colleges of any public school in the state of New Jersey.

students. The Director of Curriculum and Instruction, with the support and guidance of the Executive Director, will monitor the oversight of these modifications. The Executive Director and Director of Curriculum and Instruction will be responsible for ensuring that teachers conduct the necessary reviews, discuss their conclusions, and implement any appropriate changes in practice in a timely way throughout the school year. Any required professional development in terms of data analysis methods will be provided by internal trainers or external experts as appropriate. Our school calendar and personnel policies support this process. We consider active, open, and ongoing participation in the discussion of assessment results and their implications central to our teachers' jobs.

Management of assessment data will be accomplished through the use of an assessment-data system that allows for the recording and monitoring of student progress. This system will be implemented in year one of operation. We have not yet identified which system the school will use, however this will be researched during the planning year should the charter be approved, and implemented prior to the start of school. In line with our educational philosophy of accountability, we will regularly present our data in an easily accessible, widely disseminated, jargon free, and critical manner. Our Board of Directors, families, community members, students, and the authorizer will receive regular updates on the most current data available. Our annual report will be published shortly after the end of the fiscal year, once state test data from the previous year has been reported and analyzed.

BASIS FOR PROMOTION and GRADUATION

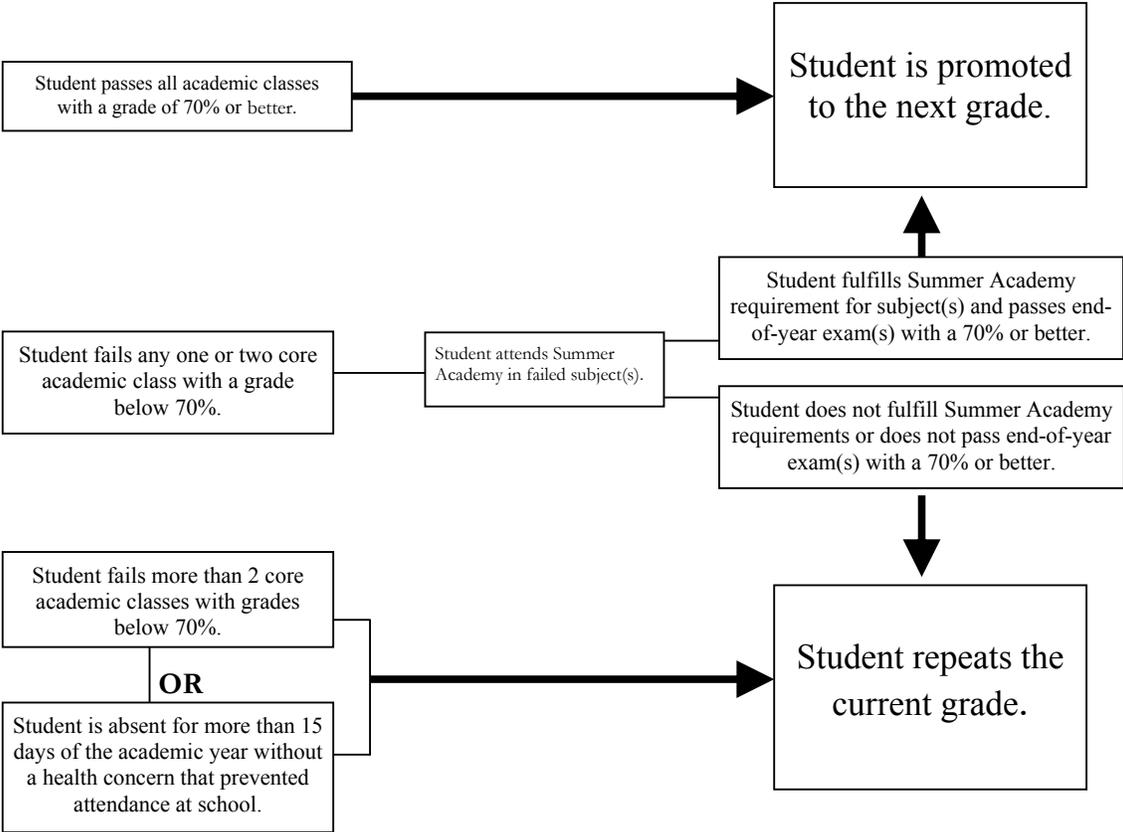
One of our DREAM values is Mastery and we will do whatever it takes to support a student in mastering the standards and content at each grade level and in every subject. We believe that promotion of a student who has only passed some of his/her classes and has not fully mastered the underlying content would be a disservice to that student and detrimental to teachers who would then be expected to take a heterogeneous group of students and deliver quality content. It is our goal that all students are truly prepared for college and beyond as demonstrated by content acquisition and mastery; not our like/dislike, empathy or personal thoughts of or about a particular student. While Nashville Prep offers a wide array of academic supports, there will be no grade inflation and no social promotion.

Grade Level Promotion

Promotion to the next grade is dependent upon sufficient mastery of all subjects. Sufficient mastery in a subject is indicated by a grade of 70% or better. For the first and second trimesters, the work done during each trimester - quizzes, tests, homework, and class work - will account for 75% of the student's overall grade for that trimester and the end-of-trimester comprehensive exam will account for 25% of the overall grade for that trimester. In the third trimester, 100% of the student's grade will be calculated based upon the mid-trimester exam, quizzes, homework and participation. The final grade for the year will be an average of the scores from the end-of-the-year comprehensive exam and the three trimester grades and each will carry equal weight (each grade being 25% of the student's final grade for the subject). Any student who receives

below a 70% for their final grade for the year for any one or two core academic class(es) will have to attend Summer Academy and retake the end-of-the-year comprehensive exam(s) at the conclusion of the summer program. Students who attend Summer Academy may be promoted to the next grade by fulfilling all Summer Academy requirements and passing the end-of-the-year comprehensive exam(s) taken at the end of the summer program with 70% or better. If the student fails to fulfill the requirements of Summer Academy or does not pass the end-of-the-year comprehensive exam(s) with 70% or better, he/she will repeat the grade. Any student (a) receiving less than 70% in more than two core academic classes, or (b) who misses more than 15 days without a documented health concern that prevented attendance at school, will automatically be retained and, at the discretion of the Director of Curriculum and Instruction and the applicable teachers, may be required to attend Summer Academy. **Figure 3.2** outlines Nashville Prep's promotion policy.

Figure 3.2 Nashville Prep Promotion Policy



In the event that a student does need to repeat a grade, the Director of Curriculum and Instruction will assemble a multidisciplinary team to plan an appropriate strategy for the following year. Based on an understanding of the reasons for the student’s lack of success during the previous year, the team will detail supports and processes for ensuring that he or she will be successful the following year. These interventions may include, but are not limited to, extra tutoring in August or at Saturday Academy, a change in the student’s flexible ability grouping, or an effort to work with the student’s family to address personal or peer group issues.

Section 4: STRATEGIES FOR PROVIDING INTENSIVE ACADEMIC SUPPORT

“Race, ethnicity, and poverty are poor excuses for low expectations.” –Dr. Lorraine Monroe⁵⁸

The founders of Nashville Prep are aware of the hard work and dedication that achieving the level of academic achievement we expect will require. We believe that success is a direct result of hard work and effort, and that hard work and effort must be developed and supported through all components of the school’s academic program and student supports. Simultaneously, we realize that a large percentage of students who enroll in our school will enter with skills that are substantially below grade level. Our focus on core mastery of skills and content, a longer school day and year, and emphasis on structure and organizational skills is a direct response to this reality. Our academic programming in the middle school is designed to provide intensive remediation in core subjects and skills that many of our fifth through eighth grade students may lack, and in our high school is designed to provide a rigorous college preparatory education.

We realize that even with our school design, some students will require even more targeted intervention. Our program incorporates several additional academic supports for such students. All students are expected to achieve on a high level, and our responsibility is to give them the supports and maintain the requirements that they will need to succeed in school and in life. There will be no stigma to such support, but rather we will work to ensure that this is seen as part of the path to college. These supports include:

- Longer School Day and School Year
- Flexibility Ability Grouping
- Literacy Interventions and Remediation
- Homework and Homework Center
- Tutorials
- Saturday Academy
- Summer Academy

Longer School Day and School Year

Nashville Prep will have a school day that is two hours longer than the traditional Metro Nashville Public School (MNPS), and a school year that includes 190 instruction days, which is 10 days longer than the traditional 180 day school year of MNPS. An extended school day and year are critical to strengthening academic weaknesses, accelerating student performance and providing the time necessary to successfully meet the school’s mission with all students. This extended instructional time provides an opportunity for our intensive focus around literacy and mathematics and additional opportunities for providing students with academic support.

⁵⁸ Monroe, Lorraine. *Nothing’s Impossible: Leadership Lessons from Inside and Outside the Classroom*. Public Affairs, 1997. (105).

Flexibility Ability Grouping

Using flexibility grouping for reading and mathematics, we will ensure that students who are significantly below grade level and struggling academically are receiving the support and appropriate curricular adjustments necessary to ensure significant achievement gains can be realized. We chose flexible ability grouping for reading and mathematics because we believe that those areas are the cornerstone of academic achievement and once those skills are mastered, they will translate into other content areas resulting in increased academic achievement.

Literacy Interventions and Remediation

Students having extreme difficulty with literacy will participate in an intensive six-week intervention program after school each day. We anticipate using the Literacy Links⁵⁹ or Corrective Reading⁶⁰ intervention programs. Literacy Links is a highly effective program that directly teaches sound-symbol relationships and gives both students and teachers the language and knowledge necessary for success in later reading. Corrective Reading provides intensive intervention for students who are reading one or more years below their chronological age. Both programs have extensive research bases that show their dramatic success rates in both urban and suburban contexts.

We will also use The Wilson Reading System⁶¹ with our struggling readers. Wilson Reading System is a highly structured reading and writing program that helps struggling readers learn the structure of words and language by directly instructing students to decode and encode (spell) fluently. Originally developed for students who have dyslexia, the program is used by several successful charter schools and has been expanded to target the needs of students who are below grade level in reading. The Wilson Reading System provides a well-organized, incremental, and cumulative 12-step system for decoding, encoding, advanced word analysis, vocabulary development, comprehension, and meta-cognition.

Homework and Homework Center

Homework will be assigned nightly for every class. We believe that homework should be a mechanism for student success. It is *not* a means of introducing new material – that is the purpose of classroom instruction. Instead, it will be used to review materials and subject content taught and practiced in class that day or taught in a previous lesson. Since homework will be a review of subject content already taught, it will allow teachers to know how each student is performing on each lesson and identify any interventions students may need. Nightly homework assignments will also help students become accustomed to the self-motivation and time-management skills needed to advance their education. Each morning, homework will be collected during breakfast. Assigned faculty members will be responsible for general review of homework to ensure that all assignments are complete. If students do not complete their homework adequately and consistently, they will be in danger of failing their classes. These students will immediately be identified as part of the daily Homework collection process and

⁵⁹ Please see <http://www.mcgraw-hill.co.uk/kingscourt/literacy.htm> for details on Literacy Links curriculum.

⁶⁰ Please see <http://www.mcgraw-hill.co.uk/sra/correctivereading.htm> for details on Corrective Reading curriculum.

⁶¹ www.wilsonlanguage.com.

required to attend Homework Center after school dismisses. This homework checking process will be completed by no later than 12:00 noon each day, and the Office Manager will contact the parents of those students required to attend Homework Center. Homework Center will provide a quiet and structured environment where students can complete their homework and receive assistance if needed.

Tutorials

All students will have daily access to additional tutoring. Teachers will provide tutoring during the enrichment period or in the mornings before the school day begins. If a student needs to access tutoring at lunch, the student will speak with his/her teacher to schedule additional tutoring sessions. Tutorials will be provided either in small group settings or through one-on-one support. Tutoring will be mandatory for any student scoring below 70% in a subject area. Students will be required to attend tutoring over a six-week period or until the student demonstrates that he/she is now successfully mastering the class material. Mandatory tutoring will take place during the enrichment period four days per week. Tutoring programs will be individualized to meet student needs and will vary in duration and content taught and practiced.

Saturday Academy⁶²

Saturday Academy will focus on supplemental support for both reading and math skills. For students struggling with reading, the program will continue to offer extended time to reinforce and build basic reading skills, with an emphasis on reading comprehension. For students with learning gaps in math, this program will serve as the primary means for offering academic support. Saturday Academy will be offered two Saturdays out of every month for a total 17 days. This supplemental program will provide struggling students with additional academic support in small groups tailored to their specific academic needs. Students enrolled in Saturday Academy may also be required to attend tutoring during the week. Attendance is mandatory for students enrolled in Saturday Academy. Absences will be counted the same as absences that occur during the regular school week.

Summer Academy

At the end of the year, students scoring below 70% in any one or two core academic class(es) will be required to attend our Summer Academy. During Summer Academy, students will review the subject area(s) in which they struggled. At the end of the Summer Academy, students will be re-tested on the comprehensive assessment(s) in the appropriate subject area(s). If a student scores below 70%, he/she will not be promoted to the next grade. Families who believe that their students requires additional support, regardless of their end of year academic performance, may self-select to attend Summer Academy for any course offered with the prior approval of the Director of Curriculum and Instruction. In the event permission is granted and a student self-selects to enroll in Summer Academy, he/she will be held to the same academic and behavioral standards as students required to attend, except that he/she will not receive a formal grade or be required to take the comprehensive assessment. Our Summer Academy will be

⁶² Saturday Academy is built upon best practices used by Roxbury Preparatory Charter School in Roxbury, MA.

offered starting the summer after the first year of operation. Attendance is mandatory for students enrolled in Summer Academy, even students who self-select to enroll. Absences will be counted the same as absences during the regular school year.⁶³

⁶³ Saturday Academy and Summer Academy will be taught by Nashville Prep teachers who are paid a stipend. The costs for both Saturday Academy and Summer Academy have been included in our budget.

Section 5: BUDGET

Provide an operating budget based on anticipated enrollment.

Public charter schools are required to operate under an annual budget on a July 1 to June 30 fiscal year. Provide a realistic, line-item estimate of the revenues and expenditures for operating the school from approval through the fifth year of operation.

OVERVIEW

Below is a narrative that supports the major assumptions used to both create the operating budget for Nashville Prep and ensure that we have engaged in all appropriate financial and business planning to ensure that we are able to operationalize our mission and vision.

Revenue

The primary source of revenue for Nashville Prep will be funds received from Metropolitan Nashville Public Schools (MNPS) for the basic education program (BEP). MNPS has indicated that the amount for the 2010-2011 academic year will be approximately \$8,090 per student. The budget assumes a 3% increase annually in the per student allocation over the five-year period. To supplement funds from the basic education program, Nashville Prep will apply to the Tennessee Department of Education for the Planning and Implementation Grant for Tennessee Public Charter Schools. This grant would provide \$225,000 for the period April 1, 2010 – June 30, 2011; \$250,000 for the period July 1, 2011 – June 30, 2012; and \$125,000 for the period July 1, 2012 – June 30, 2013.

Building Excellent Schools Fellow-founded charter schools are eligible for \$250,000 in Walton Foundation funds for charter school start-up, and will be eligible for an additional \$250,000 in funding on a per-pupil basis over the first five years of the school's operation. Nashville Prep has already received a \$30,000 grant from the Walton Family Foundation and will receive an additional \$220,000 upon approval of the charter by MNPS.

Funds received during the pre-operational year will be used to cover contractual expenses including expenses for the Executive Director and Director of Curriculum and Instruction. In addition, funds will be used to complete all the important tasks and objectives essential to effective school startup. These objectives/tasks include, but are not limited to, use of funds for recruitment of staff, office supplies, furniture, and facility acquisition costs prior to opening. Though we intend to solicit private funds and supplemental resources during the pre-operational period, in the interests of fiscal conservatism, we have not included any anticipated revenue from these sources in the pre-operating budget. Should additional monies be raised from fundraising sources, they will be used to purchase items such as office equipment or technology needed for more effective implementation of the school's operation.

Expenditure Assumptions

Personnel

To fulfill our mission with the understanding that we must meet our students and their families where they are, we have staffed the following administrative positions from Year 1: Executive Director, Director of Curriculum and Instruction, and Business and Operations Manager.

The Board of Nashville Prep will determine a competitive compensation package based on education, experience and skill sets. All salaries will have an annual cost-of-living adjustment increase (estimated at 3%).

In accordance with the Tennessee charter statute T.C.A. § 49-113-119, teachers of Nashville Prep will participate in the group insurance plans of the LEA. Nashville Prep has properly accounted for the staffing costs in regard to health benefit plans, life insurance, state retirement, social security and Medicare. In addition, Nashville Prep has budgeted for a reserve fund (approximately 3%) of the expense budget each year, to cover contingencies and future liabilities such as post-retirement employee benefits.

A bonus plan may be implemented, depending on the financial resources of the school. Bonus allocations and amounts will be determined by the school's Board of Directors.

School Operations

- **Marketing.** Includes funds allocated for student recruitment and fundraising efforts, which are led by the Executive Director. We anticipate \$9,000 in fundraising and student recruitment costs each year (including the planning year).
- **Instruction.** *Classroom Supplies.* Includes supplies and classroom decor purchased by faculty for their classrooms and students and also includes school-wide decor. This line item is based on historical costs at other local charter schools (approximately \$65 per student) and has an inflation adjustment included for future years. *Instructional Materials.* These funds primarily include textbooks. Nashville Preparatory believes that textbooks should supplement the curriculum, but not necessarily be the primary curriculum. We anticipate creating our own internal curriculum and using textbooks as a supplement in English and Math. We will purchase textbooks in Science and Social Studies for each student. The school has budgeted for four textbooks for each sixth grader. The assumption is that the average cost of a textbook is approximately \$50, resulting in a weighted average cost of \$200 per student in the 2011-2012 fiscal year. The school will plan to replace textbooks every four years (due to updated information and normal wear and tear), resulting in an added cost of \$200 per student every four years. An inflation adjustment has been included for future years.
- **Student Assessment Materials.** Nashville Prep administers state-mandated tests as well as the Stanford Achievement Test, a nationally norm referenced test, and internal assessments. This line item is based on historical costs of other local charter schools (approximately \$50 per student) and has an inflation adjustment included for future years.

- **Printing.** Includes all costs associated with printing and copying for instructional purposes. Because our curriculum will be created internally, there will be more costs associated with printing worksheets, activities, homework, etc. This line item is based on historical costs of other similar charter school models (approximately \$50 per student) and has an inflation adjustment included for future years.
- **Health Supplies.** Nashville Prep has allocated approximately \$5 per student annually for first aid and other basic medical supplies. This line item is based on historical costs of other local charter schools and has an inflation adjustment included for future years.
- **School Store.** Nashville Prep will establish a school store to reward its students for excellence in academics and behavior. The school stocks the stores with items such as school supplies for students to purchase with their “DREAM Dollars.” This line item is based on historical costs of other charter school models (approximately \$2 per student) and has an inflation adjustment included for future years.
- **Postage and Shipping.** Includes routine postage and shipping. This line item is based on historical costs of other charter school models (approximately \$5 per student) and has an inflation adjustment included for future years.
- **Student Furniture.** Nashville Prep has budgeted approximately \$200 per student for the 2011-2012 school year and each year thereafter.
- **Gifts and Awards.** Nashville Prep, as part of its school culture, believes strongly in rewarding students and faculty and staff for its accomplishments and hard work. As such, the school has budgeted for gifts and awards – based on historical costs (approximately \$10 per student and \$100 per faculty and staff member). An adjustment factor has been included for future years.

Office-Administration

Primary cost drivers are office supplies, furniture for faculty and staff, expenses associated with faculty and parent meetings, and insurance.

- **Office Supplies.** Includes central office supplies. This line item is based on historical costs for local charter schools (approximately \$500 per full-time equivalent) and has an inflation adjustment included for future years.
- **Furniture.** Nashville Prep has budgeted \$5,000 (approximately \$500 per FTE) for the 2011-2012 academic year and \$500 for every FTE every year after.
- **Faculty and Parent Meetings and Activities.** Includes costs for faculty working meetings as well as parent meetings. This line item is based on historical costs of other local charter schools (assumes 15 meetings per year and \$200 per meeting – driven primarily by food costs).

- **Insurance.** Includes insurance expense for general liability, umbrella, school board professional liability, building contents, employer's liability for workers compensation, surety bond, and physical/sexual abuse and molestation liability.

Professional Development

For the 2011-2012 academic year, Nashville Prep has allocated \$1500 per full-time equivalent, which is based on historical costs of other local charter schools. The professional development budget includes travel and professional fees. The professional development budget will increase by 3% each year to account for increased travel costs and professional development fees.

Technology & Equipment

- **Computer Lab.** Nashville Prep has budgeted for 29 laptops at the beginning of the 2011-2012 academic year at an average cost of \$500 per computer (which would include all necessary software costs). The school assumes an average life of five (5) years. The school may receive in-kind donations or computers at a significantly lower price, which would have a favorable impact on the budget.
- **Faculty Laptops.** Each Nashville Prep faculty member is provided with a laptop. The school assumes it will need to replace laptops every four (4) years to keep pace with technological upgrades. Therefore, Nashville Prep has budgeted to purchase twelve (12) laptops for the 2011-2012 school year at \$1,200 per computer (which would include all necessary software costs). Given the extensive professional networks of the Founding Board Members, the school may receive in-kind donations or computers at a significantly lower price, which would have a favorable impact on the budget.

Field Trips

Nashville Prep believes it is essential for its students to have educational experiences outside the classroom (cultural, arts, college visits, etc.) Nashville Prep will schedule one local trip per grade every two months. In addition, students have an opportunity to take one out-of-state trip per year to visit another city and college campuses. These trips help students gain a broader perspective on their education and life goals. Students have to earn the right to participate on trips by meeting academic and behavioral expectations. The budget assumes that 90% of students will participate in local field trips and approximately 75% will qualify for out-of-state field trips.

- **Local trips.** The primary cost driver is transportation. Buses will be rented for each trip – the average cost is \$250 per bus per trip. The school will also cover small fees that are associated with the trips (museum entry fees, food/beverage, etc.).
- **Out-of-State Trips.** Qualifying students take one out-of-state trip per year to visit other cities and college campuses. The school has not budgeted for out-of-state trips, because we will fundraise privately for each of these trips.

Food Costs

Nashville Prep anticipates contracting with MNPS for food service; however, other options will be considered to maximize the value for our students. Nashville Prep anticipates an 80% free

and reduced lunch student population and expects this percentage to stay constant through the first five years of charter operations. Students not qualifying for free or reduced lunch will be able to purchase their meals in the cafeteria, resulting in minimal costs to the school for the regular food program.

Contracted Services

- **Accounting.** Nashville Prep has budgeted \$10,000 per year for its annual audit to be conducted by a CPA firm. The annual audit is required by the Tennessee charter statute. An inflation adjustment has been included for future years.
- **Legal.** Nashville Prep has budgeted \$5,000 for legal expenses in the planning/startup year (2010-2011) as the school will need legal assistance during contract negotiations. Nashville Prep will seek a pro bono legal contract with a local firm to offset some of its legal costs.

Facilities

Nashville Prep is currently pursuing three options that are consistent with our managed growth or a staged approach to ramp-up by year five. The most promising of these sites is the former John Early Elementary School building (2013 25th Avenue North) owned by Metro Nashville Public Schools and currently partially occupied by the McGruder Family Resource Center. We are in ongoing negotiations with MNPS and the McGruder Center over use of an eight classroom wing of this building with additional plans to grow using a combination of other classrooms throughout the building and portable classrooms in the field behind the building. The McGruder Center is extremely encouraging of our preliminary plans. (Please see **Appendix A**, Letters of Support, McGruder Center Associate Director Julie Warner.) Based on those options and the ongoing negotiations, the cost shown in the budget represent a blended cost of capital. Accordingly, Nashville Prep has budgeted approximately \$115,000 per year for facilities costs. The \$115,000 annual cost includes debt service (principal and interest) on financing for the renovations as well as utilities, custodial costs and the costs of modular classrooms in later years. While Nashville Prep has budgeted conservatively for its facility costs, the school intends to negotiate the lowest price possible. This will ensure that we can channel more funds towards our educational program, thereby fulfilling our mission.

Nashville Prep is also looking at a 25,000 square foot building at 3808 Clarksville Pike. This former school facility is code-ready and has been built as a school, meaning we would not have to invest much in renovation costs. This facility is currently for-sale, and we are in active negotiations with the owner.

Section 6: AUDITING

Describe the method for conducting annual audits of the financial, administrative, and program operations of the school.

Immediately after the end of the fiscal year (June 30), charter schools must furnish to the local board of education, the special joint oversight committee on education, the Commissioner of Education and the Comptroller of the Treasury an annual audit prepared by certified public accountants or by the department of audit. Describe the methods the school will use to complete this audit and to conduct reviews of the school's administrative and program operations.

FINANCIAL AUDIT

The Nashville Prep Board of Directors will form from its membership a Finance Committee, which will be responsible for selecting an auditor to certify the accuracy and reliability of the financial statements, accounting systems, and methods of financial control of Nashville Prep. The Board of Directors will ensure that both internal and external controls are in place to prevent any fiscal mismanagement. It will also make sure that the auditor will have access to all needed financial and, where required, non-financial records and documents maintained by the school. Preparation for the annual audit by the school will begin with the preparation, approval and adoption of the budget and continue throughout the year. The list of documents prepared, collected and provided to auditors to enhance the performance of the annual audit is subject to the request of the auditor.

At the first Board meeting at the end of the academic year, the selected auditing firm will provide the Board with an overview of the audit process and the timetable for completion, and respond to any comments or questions. This approach ensures that everyone involved is aware of the auditor's needs and expectations, and also helps avoid miscommunication or unnecessary disruptions of the daily operations of the school.

After the audit is complete, the Board's Finance Committee will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve the deficiencies. An audit finding will be considered major if it indicates a deliberate act of wrongdoing, reckless conduct causes a loss of confidence in the abilities or integrity of the school, or jeopardizes the continued operation of the school. An audit finding will be considered minor if it indicates that problems can be addressed via existing mechanisms. When relevant, the Board will report a corrective plan to Metropolitan Nashville Public Schools (MNPS) regarding how the exceptions and deficiencies have been or will be resolved.

ADMINISTRATIVE AUDIT

The Board of Directors will conduct an annual internal administrative audit, consisting of:

- Board of Directors self-review
- Board of Directors review of the Executive Director
- Executive Director's review of the Director of Curriculum and Instruction

This internal review will involve a performance review and an opportunity to discuss ways of improving administrative structure and policies.

MONTHLY FINANCIAL REPORTING

The Executive Director in coordination with the Business and Operations Manager will produce a set of reports relevant to the fiscal condition and performance of Nashville Prep. This set of reports will include, at a minimum, the school's balance sheet as of the closing day of the month being reported, an analysis of the school's budgeted versus actual expenditures, a cash flow statement, and a cash flow projection to the end of the current fiscal year. Any major variances represented on the reports will be fully explained to the Board and corrective action, if necessary, will be taken.

ADMINISTRATIVE and PROGRAM AUDIT

Nashville Prep plans to hire Building Excellent Schools to provide administrative and program operation support and auditing services for the school. After chartering and during the initial operational years, Nashville Prep will receive support from Building Excellent Schools in the form of follow-on services focused on successful start-up and early operation. The follow-on services will include, but not be limited to: school culture, curriculum development, recruitment and hiring, and governance. **Appendix B** outlines a full list of services provided by Building Excellent Schools.

Section 7: START-UP TIMETABLE and INSTRUCTIONAL DAYS

Provide a timetable for commencing operations as a public charter school which shall provide for a minimum number of academic instruction days, which shall not be fewer than those required by statute.

Describe the school's start-up timeline, from charter approval to the first day of operation. Summarize the school's daily and annual calendar, indicating the number of academic instruction days.

Students at Nashville Prep will attend school for 190 days in the academic year. This is ten (10) days longer than the traditional school year of 180 days in Metropolitan Nashville Public Schools (MNPS), required under TN law: T.C.A. 49-6-3004. Students at Nashville Prep will receive at least eight (8) hours per day and approximately 1500 hours per year of instruction, ensuring that they master the foundational skills and knowledge necessary to prepare for and excel within a rigorous college preparatory high school curriculum. Our daily schedule fully supports our mission by providing more hours each day and more days in the school year to ensure our students master the foundational skills necessary for a rigorous college preparatory curriculum in high school and ultimately succeed in college.

We believe that in order for Nashville Prep to be true to its mission, we must create a culture of high academic and behavioral expectations before core subjects can be taught. As part of the extended year, students will attend a five-day summer student orientation. Students will learn and practice the routines, structures, and behavioral expectations of Nashville Prep during this time and will begin the process of developing the strength in character, perseverance, and work ethic necessary to succeed at Nashville Prep and eventually to gain acceptance to and excel in college. Students at Nashville Prep will arrive at Nashville Prep by no later than 7:30 AM, all students will participate in the extended day until 5:00 PM.

Prior to students arriving at Nashville Prep, teachers will receive four weeks of training focused on three key areas: school culture, curriculum development, and common school wide routines and practices. To provide students with a consistent, demanding, and achievement-oriented school culture from day one, all staff must be explicitly trained in those school wide systems and structures that support our behavioral and academic expectations of students, and staff must have time together to practice those systems and structures prior to students' arrival in the building. In preparation for a strong standards-driven instruction in each classroom that is logically planned backwards from state standards, teachers will also need the time and professional guidance to develop a yearly scope and sequence prior to students arriving and to create interim exams that are aligned with both state and national standards. A curriculum map is necessary prior to school starting in order to assess where students are and to determine if current classroom pacing will adequately prepare students for the material that they are responsible for learning.

A DAY IN THE LIFE OF A NASHVILLE PREP STUDENT

Nashville Preparatory Charter School students begin the day by sitting down to Brain Breakfast from 7:30 AM – 7:45 AM. Students must turn in their homework from the previous day in the homework bins for each class at 7:45 AM. At 7:45 AM, students line up in their respective cohorts and walk in line to their first class beginning at 7:50 AM. Students are individually greeted at each classroom door by their teachers with a handshake. All students in middle school will have one hour of Reading and one hour of Writing (encompassing the two-hour literacy block). Students will also have one hour of Math Computation and one hour of Math Problem Solving (encompassing the two-hour math block). Each student will also attend one hour of Science and one hour of Social Studies per day. Lunch will encompass a thirty-five minute period that also includes a “Drop Everything and Read” component. Finally, at the end of the day, students will have an Enrichment course (art, theatre, etc.). Dismissal at Nashville Prep is at 5:00 PM.

A sample Nashville Prep daily student schedule is provided as **Attachment B**.

ANNUAL CALENDAR

Nashville Prep will have 190 weekday school days and 17 Saturday Academies. School will begin Tuesday, August 2nd and end on Wednesday, June 6th. There will be 20 full-day Professional Development days before the start of the school year and 10 during the course of the year. Nashville Prep has adopted a trimester system to coordinate with the interim assessment system, which we will use to diagnose and effectively respond to students’ academic needs. Each trimester of 56-61 days allows staff to effectively collect and analyze student achievement data which they will then use to drive individual instructional practice and student supports. Progress reports will be distributed at the mid-point of each trimester and report cards will be issued at the end of each trimester. In order to address the needs of families and give full access to teachers, parent teacher conferences will take place at the end of the first and second trimesters during the school year, and parents of all incoming students are required to attend one of our three parent orientation sessions during the summer.

Nashville Prep’s annual calendar is provided as **Attachment C**.

START-UP TIMELINE

Upon receiving authorization, Nashville Prep will immediately begin the transition from Founding Board to a Governing Board of Directors. Nashville Prep’s Board of Directors will vote and hire an Executive Director for Nashville Prep. The Executive Director will then begin hiring a Director of Curriculum and Instruction. Nashville Prep anticipates hiring Ravi Gupta, Lead Founder, as its Executive Director. **Table 6.1** outlines Nashville Preparatory Charter School’s Start-Up Timeline.

Table 6.1: Nashville Preparatory Charter School Timetable			
Organization			
Timeframe	Project Description	Important Dates Notes	Manager
Phase I Upon Approval of Nashville Prep’s Charter – Jan.	Initial financing secured	Contact private foundations for additional source of funding. Submit federal start-up grant application.	Board/Executive Director
	Transition of Founding Board to Board of Directors; By-laws approved and adopted		Board
	Director of Curriculum and Instruction search; Advertise, interview and hire Director of Curriculum and Instruction		Executive Director
Phase II Jan – March	Executive Director begins search for administrators and other key personnel: Business and Operations Manager, Student Supports Coordinator, Office Manager, Lead Teachers, Special Education Teacher		Executive Director
	Develop and approve all required school safety policies	Have policies reviewed by MNPS and/or conduct legal review	Board and Executive Director
	Student recruitment Open application process to families (January 3) Close Application Process (March 25) Conduct enrollment lottery (April 1)	Open houses; Conduct information sessions at area libraries and churches; Dual language marketing materials; Advertise and conduct student lottery	Executive Director
Phase II Jan - August	Executive Director and key personnel identify and hire qualified faculty and staff		Executive Director

	Complete student and employee handbooks. Conduct legal review		Executive Director Business and Operations Manager
	Establish dress code or uniform policy		Executive Director
Phase III March - June	Identify public bid suppliers and vendors. Order office equipment, lease copiers, phone service, IT support		Business and Operations Manager
	Teacher orientation and training planning Develop summer and year-long professional development plan	Needs analysis; schedule workshops, find presenters; retreat, etc.	Executive Director Director of Curriculum and Instruction
	Distribute letter to parents w/report cards – dates of orientation, summer school, etc.	Schedule a social pot luck or picnic gathering prior to first day of school	Executive Director Business and Operations Manager
	School safety plan Schedule fire drills and crisis drills		Business and Operations Manager Executive Director
	Identify and contract with vendor for school lunch program		Business and Operations Manager Executive Director
	Hire custodians and office support staff		Business and Operations Manager Executive Director
	Identify community partners	Invite identified partners to school for tour and set up concrete goals for working together	Board Executive Director

Phase IV June - August	Order uniforms		Business and Operations Manager
	Community service implementation plan	Contact identified partners	Executive Director
	Create a student database for student records, test scores, grades, attendance, tardiness, discipline		Executive Director Business and Operations Manager
	Create a parent directory		Business and Operations Manager
	Prepare for DOE and Title I Reimbursements		Business and Operations Manager Executive Director
	Conduct search for independent auditor		Board
Academics			
Timeframe	Project Description	Important Dates Notes	Manager
Phase II January - March	Complete Nashville Prep's academic standards and grade level benchmarks for grade 5	Performance standards and benchmarks must align with state and national standards	Director of Curriculum and Instruction
Phase III March - June	Textbook selection for grade 5 mathematics, ELA, science and social studies	Solicit sample textbooks by March for review. Order by June 1 Use independent research to check on alignment to standards, effectiveness.	Director of Curriculum and Instruction

	Develop internal assessment plan	Consider accelerated mathematics SRA Reading inventories	Director of Curriculum and Instruction
	Select norm-referenced assessments	Order by June 1 Possibly Stanford 10 (Abbreviated Battery) Order scoring reports	Director of Curriculum and Instruction
	Finalize special education program and service delivery	Review incoming student records for services Schedule IEP meetings Budget needs	Special Education Resource Specialist
	Develop Title 1 program and services	Researched-based	Executive Director
	Conduct ELL home language survey		Student Supports Coordinator
	Develop annual assessment calendar		Director of Curriculum and Instruction
	Request student records Develop secure and centralized filing system for all student records		Business and Operations Manager
	Plan new student orientation		Executive Director Director of Curriculum and Instruction
	Finalize Fine arts program	Contract with part-time consultants	Executive Director

Phase IV June - August	Select supplemental instructional resources and materials	Order materials by July 1	Director of Curriculum and Instruction Teachers
	Develop school-wide morning work plan		Teachers Executive Director
	Homework and enrichment plan	After school program, etc. Contact local colleges for volunteer tutors	Executive Director
	Complete a master schedule	Common planning time, Time in Learning.	Executive Director Director of Curriculum and Instruction
	Create daily student/teacher schedules	Use baseline testing results to place students for enrichment/ support, etc	Director of Curriculum and Instruction Executive Director
	Conduct student orientation	Establish a series of orientation sessions Contact any no-shows to keep informed on possible enrollment issues	All Staff and Board
	Conduct teacher orientation	Include PD on at-risk instructional strategies	Director of Curriculum and Instruction
	Finalize plans for after-school and enrichment programs, field trips, community service		Executive Director

Facilities			
Timeframe	Project Description	Important Dates Notes	Manager
Phase I Upon Approval of Nashville Prep's Charter	Have legal review of lease/purchase signed.		Board
	Have building inspected for compliance to public codes		Executive Director
	Revised plans of proposed site drafted by architect and submitted to state inspector for approval		Executive Director
	Prepare RFP and seek public bids, if required, and hire contractor, as needed, for upgrades		Executive Director
Phase II January - March	Complete a need analysis Classroom furniture, technology, office equipment, books		Executive Director Business and Operations Manager
Phase III March - June	Order all classroom furniture, technology, accessories & equipment	Overhead screens, overhead projectors, computers for classrooms; computer for offices, tables, desks, chairs, computer stations, shelving, white boards	Executive Director Business and Operations Manager

Phase IV June - August	Develop an arrival and dismissal plan, traffic flow plan		Business and Operations Manager
	Prepare building for opening, paint rooms and halls, order cleaning supplies	Investigate “green” cleaning supplies and school-wide paper recycling system	Business and Operations Manager Executive Director
	Inventory and tag all computers, monitors, projectors Ensure that network and technology is functional		IT Consultant Business and Operations Manager
	Order student and classroom and office supplies		Business and Operations Manager
	Schedule final health and safety inspections		Executive Director Business and Operations Manager
	Signage for inside and outside of building		Business and Operations Manager

For our full start-up timeline, see **Attachment K: Timeline for Commencing Operations**.

Section 8: GOVERNANCE

Explain the proposed rules and policies for governance and operation of the school.

Describe the key rules and policies that will provide for the governance and operation of the school, including the composition of the governing board, the terms of its members, its officers and its committees. Explain the decision-making processes the board will use to develop school policies. Detail how the board will exercise financial oversight of the charter school.

FOUNDING BOARD

The Founding Board is a group of individuals who have worked formally on the organization and launch of Nashville Preparatory Charter School since July of 2010. Board members were initially invited based upon clarity of vision, relevant skills and expertise, and willingness to dedicate themselves to educational excellence, and this group has reviewed, contributed to, and supported this charter application and the school design. Lead Founder Ravi Gupta is completing a year-long Fellowship with Building Excellent Schools, a national organization that trains and develops professionals to create, open, and lead high-performing college preparatory charter schools across the country. During the Fellowship, Mr. Gupta will spend 600+ hours learning about educational program components, finance, operations, and charter school governance. In addition, Mr. Gupta will go on over 25 school visits and in-depth studies to numerous high performing charter schools recognized for their outstanding student achievement results with similar populations as Nashville Prep seeks to serve.

Board members were selected after a comprehensive process and were evaluated on the criteria of skills/expertise, teamwork, available time and energy, and philosophical alignment with the mission of Nashville Prep. At present, we intend Ravi Gupta to serve as the school's Founding Executive Director. At the time of chartering, the Board will revisit this intent, establish clear expectations for the Executive Director, and hire the Founding Executive Director.

GOVERNING BOARD

Should Nashville Prep be granted a charter, the school will be governed by a Board of Directors. This Board, ultimately to be composed of between nine (9) and 13 members, will hold the charter of Nashville Prep and ensure accountability to its mission, financial viability, and adherence to the terms of the charter. Priority selection of Directors will be from members of the Founding Board. This Board will be composed of a diverse, talented group of Nashville professionals, including community leaders, parents, business leaders, business owners, participants with technical skills in the areas of law, real estate, finance, and fundraising, and residents of Nashville. Such a board is desirable to provide independent governance for Nashville Prep by a broad coalition of qualified leaders. This group will meet monthly for two

hours (at least 10 times each year), in a public space with pre-announced meetings, in accordance with the Tennessee Open Meetings Law.⁶⁴ The Board will record minutes of all meetings and will make these publicly available, in addition to any other necessary documents, in accordance with the Tennessee Public Records Act.⁶⁵ Board Member Job Expectations are provided as **Appendix C**.

The Board's primary role is to provide oversight, while delegating the day-to-day management of school operations to the Executive Director. The Board will ensure that Nashville Prep successfully executes the school's mission, is fiscally responsible and implementing sound financial policies and procedures, adheres to the school's charter agreement with the authorizer, and is compliant with all applicable local, state and federal laws. The governance and operational policies of Nashville Prep will be designed to clearly delegate responsibility to appropriate parties and to set standards and expectations that can be used to measure performance and accountability.

To guide the Board's activities, a Board manual will be created and distributed to all members. The Board manual will include, but not be limited to, the following items:

- Overview information, including the school's mission statement and articulated goals
- Bylaws and Articles of Incorporation
- Charter contract
- List of current Board members, offices held and terms
- List of committees, including purposes and objectives of each
- Board policies – including conflicts of interest policies and legal requirements
- School information – educational and organizational information, brief description of the curriculum, student achievement data, and organizational chart
- Operating plan and strategic plan
- Recent reports – financial, administrative, programmatic audit; annual report

The Board manual will be developed in collaboration with the Executive Director and the Board and distributed to all Board members and the executive staff. This manual will give Board members a clear description of their roles and responsibilities and outline the distinction between governance and management.

In addition to the Board manual, the school will also create a staff handbook that will include all human resources policies and other information needed for the school staff. A student and family handbook, outlining major school and student policies (i.e., Code of Conduct, enrollment and attendance policies) will also be disseminated to all who attend the school. At the end of each school year, the Executive Director and the Board will review and revise these documents as appropriate. See **Appendix D** for a draft staff manual.

⁶⁴ T.C.A. § 84-44-102.

⁶⁵ T.C.A. § 10-7-101.

Board Composition and Terms of Office

The Nashville Prep Board will be representative of the Nashville community and will have a wide range of expertise, including finance, marketing, law, human resources, fundraising, philanthropy, real-estate, education, and community building. In addition, within six months of operation, the Nashville Prep Board will also have one parent representative on the board.⁶⁶ Most importantly, the Nashville Prep Board will have committed members who:

- Believe that all children can and will realize high academic achievement.
- Dedicate their efforts to furthering the vision and mission of Nashville Prep.
- Contribute their experience and knowledge to the governance of Nashville Prep.
- Serve on one or more Board committees and contribute the appropriate time and energy necessary to follow through on assigned tasks.

Members of the initial governing board will be seeded from the founding board and initial members will serve staggered terms. One-half (1/2) of the Board will initially serve a two-year term and one-half will serve a three-year term. Thereafter, members will be elected to a two-year term to fill the vacancies created by expiring terms. This structure of staggered terms provides stability, while at the same time providing opportunities to infuse the Board with new contributors.

Officers will be elected by the Board and will initially include a Chair, Vice-chair, Secretary, and Treasurer. New officers may be created and filled at any meeting of the Board of Directors.

Committee Structure

The Board of Directors of Nashville Prep will work efficiently through a committee structure. The initial committees will include Governance, Academic Accountability, Finance, and Resource Development. **Appendix E** includes the purposes and responsibilities of each committee. The Board may establish other committees and/or task forces from time to time that it deems necessary for carrying out the responsibilities of the Board. Certain tasks will be delegated to the committees, which, in turn, will recommend a particular action to the full Board for discussion and vote as required. Each Board Member will serve on at least one committee, based on his or her area of interest and experience. Committees will work closely with the school administration, teaching staff, Board Members and outside individuals and organization, when appropriate, to achieve its objectives.

Operation of the Board

The Board will meet at least once a month ten months per year to review Nashville Prep's operations and hear reports and updates from each Board member and the school's Executive Director, consider and adopt policies and consider requests and concerns from the larger school

⁶⁶ T.C.A. § 49-13-104(3).

community. A majority vote of those present at a Board meeting will constitute action by the Board. The Board may not act unless a quorum of the directors is present.

Board Development

Board development is a critical part of creating and sustaining a high performing school. The Board of Directors of Nashville Prep will invest the necessary funds and time to build an effective governing body. This development will include an annual retreat to review in depth the school's and Board's performance and to generate annual strategic plans. In addition, the Board will participate yearly in a self-evaluation that will help the Board better understand its strengths and weaknesses and serve as a useful tool for improvement. As part of Follow-on Support from Building Excellent Schools, we will train the Board in the transition from Founding Board to Governing Board and in good Board practice and policy. As necessary, the Board will use secure additional consultants for retreats, resource development and to assist with strategic planning and visioning.

As documented in the proposed bylaws, **Attachment D**, the Board of Directors will maintain a standing Governance Committee that will have responsibility for identifying potential new directors, presenting them to the full board for consideration, and orienting all new members. The Governance Committee, composed of at least three Directors, will cultivate relationships with potential new Directors, present of slate of nominees to the full Board for selection, and orient new Directors to the business of the Board and the school. The Governance Committee will always recruit new Directors according to the best interests of the school. Potential Directors will include community leaders, parents, business leaders, business owners, and individuals contributing necessary skills to the operations of the board. The Board will also maintain standing committees for Academic Accountability, Finance, and Fundraising. The Academic Accountability Committee will monitor the school's academic progress, using the academic and community goals of the Accountability plan as a guide. The Accountability Committee will ensure that the school meets academic goals, including Adequate Yearly Progress (AYP) under NCLB, and that academic progress is properly reported in an annual report. The Finance Committee will monitor the financial health of the school, through monthly financial reports and regular monitoring of the financial goals of the Accountability plan. The Finance Committee will monitor the annual audit of the school's finances. The Fund Development Committee will ensure the long-term viability of the school through private fundraising initiatives.

The following is the Board's decision-making process upon identifying the need for a new policy:

- **Board level discussion.** The full Board will first discuss the need for the new policy and establish general considerations for the policy.
- **Assign who will draft the policy.** The Executive Director will draft the policy for Board review. The Executive Director will take on this role because he/she is most intimately aware of the day-to-day operations of the school.
- **Write first draft of the policy.** The Executive Director will write the first draft of the policy.

- **Present draft policy to the board for approval.** The Executive Director will present the draft policy to the Board for discussion and approval.

Financial Oversight

Nashville Prep will implement sound financial policies and practices to ensure the long-term viability of the school. These policies include maintaining a balanced budget, creating a comprehensive budgeting process, conducting an annual audit of the financial statements, as well as an audit of internal procedures and controls (via an outside CPA firm), developing a system of checks and balances, and assigning clear roles and responsibilities to school administration, the Finance Committee and the Board. A Finance Committee has been created by the Board to oversee the financial operations of Nashville Prep. The Committee will work closely with the Business and Operations Manager and the Executive Director to develop and execute responsible fiscal policies and practices. On a monthly basis, the Finance Committee will report to the Board on the financial health of the school. The report will include updated financial statements (income statement, balance sheet, cash flow statement), delivered in the manner described in **Section 5** of this application, and any other material financial information needed for the Board to carry out its responsibilities.

Section 9: GOVERNING BODY

Provide the names and addresses of the members of the governing body.

Summarize each board member's relevant experience and qualifications and attach their resumes. Provide contact information, and designate board officers by position. Briefly explain how these members will help contribute to your school's mission.

The Board of Directors represents a cross section of experienced educators, community and non-profit leaders and business leaders. Their experiences and dedication will be instrumental in providing direction and guidance to the Executive Director in achieving the goal of operating a rigorous middle and high school for the students in Nashville. Officers are proposed and will be finalized and voted upon once authorized. **Table 8.1** provides contact information and areas of expertise for all members of the governing body.

Table 8.1 Governing Body Membership

Founding Members' Contact Information	Areas of Expertise
Bob Bernstein 1807 1/2 21 st Avenue South Nashville, TN 37212 615-479-5282 Bob@bongojava.com	Public Relations Business
Richard Courtney 3825 Bedford Avenue, Suite 102 Nashville, TN 37215 615-300-8189 Richard@RichardCourtney.com	Real Estate Development
Will Pinkston 1207 18 th Avenue South Nashville, TN 37212 615-306-0017 Will@TNScore.com	Education Development Public Relations
Chris Sloan 1600 Division Street, Suite 700 Nashville, TN 37203 615-412-9870 CSloan@babc.com	Law Vendor Negotiations Technology
John Spragens 602 Linden Square	Public Relations Law

Nashville, TN 37215 615-512-7633 JSpragens@gmail.com	Community Relations
Sarah Tally Suite 1200, One Nashville Place 150 Fourth Avenue North Nashville, TN 37219 415-483-3355 stally@millermartin.com	Law Community Relations
Dawana Wade 1208 Fieldoak Court Antioch, TN 37013 615-259-9622 dwade@ymcamidtn.org	Community Relations Student Recruitment
Neely Williams 850 West Trinity Lane Nashville, TN 37207 615-497-3785 neelywilliams@yahoo.com	Community Relations Student Recruitment
Lindsay Wright 827 Horner Avenue Nashville, TN 37204 615-499-9892 Lindsay.Wright@teachforamerica.org	Teacher Recruitment Curriculum Development

BOB BERNSTEIN

Founder and Owner

Bongo Productions LLC

Bob Bernstein is a former newspaper reporter and the founder of several Nashville restaurants. The Chicago native moved to Nashville in 1988 to cover small business and state government issues for the *Nashville Business Journal* and *Memphis Business Journal*. Two years later he became Associate Editor of the *Tennessee Journal*, and one year later he opened Bongo Java - now the city's oldest and most honored coffeehouse. He has since opened five other food establishments including the only Certified Organic coffee company (Bongo Java Roasting Co.) and the only Certified Kosher restaurant (Grins Vegetarian Cafe). Mr. Bernstein is the operating partner of Fido, Cafe East and Hot & Cold. He earned a BA from San Francisco State University and an MSJ from Northwestern University's Medill School of Journalism.

RICHARD COURTNEY

Managing Broker

Fridrich & Clark Realty, LLC

A professional Realtor in Nashville for 30 years, Richard Courtney is also a well-known real estate author and columnist. He wrote *Buyers are Liars & Sellers are Too!*, *The Truth About*

Buying or Selling Your Home, and he is a contributing writer of Donald Trump's *The Best Real Estate Advice I Ever Received*. Mr. Courtney served as the real estate columnist for *The Tennessean* for two years and as a contributing writer for the *Nashville Business Journal*, *Nashville City Paper* and a wide range of industry and professional publications. Having served on the boards of the national, state and local Realtor® associations, Mr. Courtney was 2007 president of the Greater Nashville Association of Realtors. Recognized for his active role in the Nashville community, he most recently was named chairman of the Nashville Power Board, which governs Nashville Electric Service, the nation's 11th largest public power distributor.

WILL PINKSTON

Managing Director

TN SCORE

Will Pinkston is managing director of the State Collaborative on Reforming Education (SCORE). In that role, he leads advocacy efforts for the nonprofit, nonpartisan education-reform group chaired by former U.S. Senate Majority Leader Bill Frist. Previously, Mr. Pinkston served as senior advisor to Governor Phil Bredesen, helping steer communications around successful education projects including Tennessee's winning bid in the federal Race to the Top competition and passage of the landmark First to the Top and Complete College Tennessee acts. Pinkston assisted in the 2004 launch of the Tennessee Lottery to fund college scholarships and currently serves on the Board of Directors of the Tennessee Student Assistance Corp. Before joining state government, he worked as a reporter for the *Wall Street Journal* and the *Tennessean*. A Nashville native, Mr. Pinkston earned a Bachelor's degree from the University of Tennessee.

CHRIS SLOAN

Partner

Bradley, Arant, Boult, Cummings, LLP

Chris Sloan is a corporate and intellectual property lawyer specializing in (1) representing entrepreneurs, start-ups and other emerging businesses and (2) handling complex software and other IT transactions for both small and large companies. He has represented many early-stage, high-growth businesses in connection with business planning and formation, venture capital funding, drafting and negotiating vendor and customer agreements, strategic contract negotiations, mergers and acquisitions, intellectual property protection, and other general business law and intellectual property law issues. He often serves as outside general counsel for these types of companies. Mr. Sloan received his B.A. from the University of Virginia and J.D. from Vanderbilt University Law School.

JOHN SPRAGENS

Strategic Advisor

Center for Charter School Excellence in Tennessee

John Spragens is strategic advisor to the Center for Charter School Excellence in Tennessee. He previously served as Communications Director for U.S. Representative Jim Cooper (TN), a 10-term Democratic congressman from Nashville. In the years before he joined Cooper's office, John was a reporter and columnist for *The Nashville Scene*. He graduated from Hume-Fogg Academic Magnet High School, has a B.A. from Kenyon College, and is currently a second-year law student at Vanderbilt University.

SARAH LODGE TALLY

Associate

Miller & Martin PLLC

Sarah Lodge Tally is an attorney who represents clients in general civil practice, including commercial matters, health care litigation, and employment litigation, and represents clients in state administrative proceedings, particularly healthcare related boards. Currently, Ms. Tally is an associate at Miller & Martin, PLLC, where she works in the Litigation Department and is a member of the Health Care Practice Group. Ms. Tally is a native of Nashville, where she attended Harpeth Hall. She received her B.A. from Sewanee, The University of the South. After receiving her undergraduate degree, Ms. Tally worked in Washington, D.C., for Congressman Jim Cooper, of the 5th District of Tennessee. Ms. Tally received her Doctor of Jurisprudence from the University of Tennessee College of Law in Knoxville.

DAWANA WADE

Vice President of Community Outreach

YMCA of Middle Tennessee

Dawana Wade currently serves as the Vice President of Community Outreach for the YMCA of Middle Tennessee. During her 15-year tenure with the YMCA, she has served in a variety of capacities, beginning as a Site Director serving youth in the JC Napier and Tony Sudekum Homes public housing developments in South Nashville. Ms. Wade currently serves as the Executive Director of the Northwest Family YMCA in the Bordeaux community where she is overseeing a major renovation and expansion project to further advance YMCA and community programming to the Bordeaux and North Nashville communities. In addition to her YMCA work, she serves on a number of community coalitions and boards and will work diligently to make Nashville Prep and its students and families successful. Ms. Wade earned her B.S. from Austin Peay State University.

REV. NEELY WILLIAMS

Program Director

Interdenominational Minister's Fellowship Peniel Initiative

Rev. Neely Williams has more than twenty years of experience as a community organizer. She is currently the Program Director at the Interdenominational Minister's Fellowship Peniel Initiative, where she has provided administrative leadership to the development of myriad coalitions and non-profit agencies, including the IMANI Coalition (a network of service-providers community residents with HIV/AIDS and/or substance abuse issues), the Peniel Initiative Collaborative (a network of crime victims' service providers, faith leaders, and other community leaders) and the Nashville Community Coalition for Youth Safety. She provides pastoral support for two local congregations – the Metropolitan Interdenominational Church and the Old Ship of Zion Baptist Church. She serves as guest preacher/speaker to many other churches and organizations. Rev. Williams is a graduate of American Baptist College, Clinical Pastoral Education (CPE) Chaplain Training at the Nashville Veterans Administration Medical Center and the Vanderbilt University School of Divinity. She completed a one-year intensive institute program in community-based program design, development, and implementation from South Carolina University School of Public Health and the Center for Disease Control and Prevention (CDC).

LINDSAY WRIGHT

Managing Director

Teach For America

Lindsay Wright is the Managing Director for Programs, Teach For America – Nashville. In this role, she leads her team to select, train, and support a corps of over one hundred first and second year teachers working throughout Metro Nashville Public Schools and many of our local charter schools. The vision she has been driving toward with her team and teachers is one where all students, regardless of where they are born, have the opportunity to access a high quality education. As part of her work with TFA, Ms. Wright has directly trained and supported an annual cohort of approximately 30 teachers to achieve ambitious goals with their students. She started her education career with Teach For America as a fifth grade teacher in Charlotte, North Carolina. Ms. Wright received her B.A. from Rhodes College in Memphis, TN.

The Founding board has been put together by Lead Founder Ravi Gupta. His background is below as well as in **Section 16**. We anticipate that Mr. Gupta will be the Founding Executive Director of Nashville Prep and serve an *ex officio*, non-voting role on the governing board.

RAVI GUPTA, Proposed Executive Director

Lead Founder/Building Excellent Schools Fellow

Nashville Preparatory Charter School

Ravi Gupta, a Building Excellent Schools Fellow, is the Lead Founder and proposed Executive Director for Nashville Prep. Mr. Gupta recently served as Special Assistant and Speechwriter to Susan Rice, US Ambassador to the United Nations. He previously spent two years working for Barack Obama's presidential campaign – joining then-Senator Obama's exploratory committee and working through the primary and general elections. He ran fundraising, voter registration, and voter turnout operations in over a half dozen states during the primary election and served as assistant to Chief Strategist David Axelrod during the general election. Prior to joining Obama for America, Mr. Gupta served as the Director of Development of Orphans in Rwanda, an organization that provides comprehensive educational support to children in Rwanda orphaned by the 1994 genocide and/or HIV/AIDS. He also founded the Atuu International Scholarship Fund in 2003 to establish scholarships for children in Ghana, West Africa to attend high school and college. Mr. Gupta received his J.D. from Yale Law School in 2009, where he was a Harry S. Truman Scholar, and his B.A. from Binghamton University. As a part of the Building Excellent Schools Fellowship, Mr. Gupta will complete a school leadership residency and conduct multiple school visits to and deep study of over 20 high performing charter schools across the country, analyzing the best practices that led to outstanding academic achievement in schools that serve predominantly low-income, minority students. In the spring and summer of 2010, he completed a leadership residency at the highly successful Democracy Preparatory Charter School in New York City. Additional information on the Building Excellent Schools Fellowship can be found in **Appendix F**. Building Excellent Schools provides additional technical advice and training through its Follow-On services. A description of Follow-On Support can be found in **Appendix B**.

Section 10: STUDENT ENROLLMENT

Describe the anticipated student enrollment and the non-discriminatory admission policies.

Provide the number of students you anticipate to enroll for each of the first five years of the school's operations. Detail any planned outreach and recruitment strategies. Describe how the school will proceed if the number of applications exceeds the number of available spaces. Explain how your recruitment plan and admission policies will comply with state and federal law regarding nondiscrimination.

ENROLLMENT

Nashville Prep's enrollment policy prohibits discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services. Every aspect of Nashville Prep's enrollment and recruitment practices will comply with MNPS, Tennessee State and federal standards.

Nashville Prep will open in August of 2011 with 87 fifth grade students. Nashville Prep will enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building.⁶⁷ Each year, Nashville Prep will add an additional 87 fifth grade students. Because of the highly structured, academically rigorous program, we do not anticipate enrolling new students in grade levels higher than the seventh grade. Students enrolling in Nashville Prep after fifth grade will be admitted, then subsequently assessed to determine proper grade placement.

Table 9.1 reflects proposed, anticipated enrollment for the initial charter period of five years after authorization. At maximum capacity, without attrition, Nashville Prep's middle school will have 348 students in grades 5-8. The small size of the middle school will allow Nashville Prep to continuously and successfully strive towards our mission of ensuring that every child receives the highly rigorous instructional program necessary to prepare them for college and the professional world beyond.

⁶⁷ T.C.A. § 49-13-113(b)(1).

Table 9.1 Nashville Preparatory Charter School Enrollment Plan: Initial Charter (without attrition)

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Total
2011-2012 (Grade 5)	87					87
2012-2013 (Grades 5-6)	87	87				174
2013-2014 (Grades 5-7)	87	87	87			261
2014-2015 (Grades 5-8)	87	87	87	87		348
2015-2016 (Grades 5-9)	87	87	87	87	87	435

Tables 9.2 and 9.3 reflect proposed, anticipated enrollment for the initial charter period of five years with an assumption of an annual attrition rate of 10% starting after seventh grade (our last point of entry), as based upon the experience of other charter schools with similar mission and serving a similar population. **Table 9.2** outlines the enrollment plan for the term of this charter.

Table 9.2 Nashville Preparatory Charter School Enrollment Plan: Initial Charter (w/attrition)

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Total
2011-2012 (Grade 5)	87					87
2012-2013 (Grades 5-6)	87	87				174

5-6)						
2013-2014 (Grades 5-7)	87	87	78			252
2014-2015 (Grades 5-8)	87	87	78	71		323
2015-2016 (Grades 5-9)	87	87	78	71	63	386

Table 9.3 reflects the enrollment plan for Nashville Prep with attrition for the full grade expansion. We anticipate that we will add our twelfth grade class and be at full capacity with 541 students (middle school of 323 students and high school of 218 students) in grades 5-12 by the school year 2018-2019. This projection assumes that our charter will be renewed after the first term.

Table 9.3 Nashville Preparatory Charter School Enrollment Plan: Full Grade Projection (w/Attrition)

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
2011-2012 (Grade 5)	87								87
2012-2013 (Grades 5-6)	87	87							174
2013-2014 (Grades 5-7)	87	87	78						252
2014-2015	87	87	78	71					323

(Grades 5-8)									
2015-2016 (Grades 5-9)	87	87	78	71	63				386
2016-2017 (Grades 5-10)	87	87	78	71	63	57			443
2017-2018 (Grades 5-11)	87	87	78	71	63	58	51		495
2019-2018 (Grades 5-12)	87	87	78	71	63	58	51	46	541

At full capacity, with a 10% attrition rate, Nashville Prep’s high school will have approximately 218 students in grades 9-12. Again, the small size of our high school will best allow Nashville Prep to continuously deliver on our mission of ensuring that every child receives the highly rigorous instructional program necessary to prepare students for college and the professional world beyond. Students of all abilities, at all schools levels and in all settings, demonstrate better attitudes, behavior, and participation in smaller size schools.⁶⁸ In addition, students in small schools display more social concern, and dropout rates are reduced. Research has shown that small schools are beneficial for the entire school community, and particularly for disadvantaged youth (the youth we are targeting at Nashville Prep), who are helped by the attention and sense of belonging that small schools promote.⁶⁹

RECRUITMENT STRATEGIES

To ensure that we recruit the student population we propose to serve, an equivalent demographic makeup of the current zoned public schools in the community, we have engaged in expansive and intensive outreach efforts beginning in July 2010. We have connected with residents and families throughout North Nashville, engaging in conversations about what families want for their children and how that aligns with our proposal.

⁶⁸ *Northwest Regional Lab (March 2000)*. Big Learning at Small Schools: http://www.nctaf.org/strategies/create/redesign_by_design/social-benefits_students.htm.

⁶⁹ http://www.nctaf.org/strategies/create/redesign_by_design/social-benefits_students.htm.

As part of our community outreach, the Lead Founder and proposed Executive Director has knocked on over 500 doors in North Nashville, distributed over 2000 informational leaflets and held two community information meetings in North Nashville – one in partnership with the Preston Taylor YMCA/Boys and Girls Club and one in partnership with the Interdenominational Ministers’ Fellowship (IMF) Peniel Initiative. We are planning several similar events in the coming months, including a parent information event scheduled for October 27, in partnership with the C.E. McGruder Family Resource Center.

Supporter Cards

Two hundred and twenty one community members in North Nashville have voiced their endorsement of Nashville Prep by completing Supporter Cards⁷⁰, including 33 parents of current fourth graders and 24 parents of current third graders.

Letters of Support

Local and national leaders from the non-profit and for-profit sectors have demonstrated support through the writing of endorsement letters that emphasize their belief in Nashville Prep. A sampling of supporters is listed below.

- **Seth Andrew**, Founder and Superintendent, Democracy Prep Public Schools
- **Matt Candler**, Chairman, Louisiana Association of Public Charter Schools
- **Jim Cooper, U.S. Congressman**
- **Sam Davidson**, President, Cool People Care
- **William R. DeLoache, Jr.**, The Joe C. Davis Foundation
- **Vincent W. Durnan**, Director, University School of Nashville
- **John C. Eason**, Principal, Diversified Trust
- **Dai Ellis**, Chief Executive Officer, Excel Academy Charter School
- **David A. Fox**, Former Chairman, Metropolitan Nashville Board of Education
- **State Representative Brenda Gilmore**, 54th Legislative District, Davidson County
- **Randy Rayburn**, Owner, Sunset Bar & Grill and Midtown Cafe
- **Lisa Stetar**, Health Physicist, Performance Technology Group
- **Charles Strobel**, Founding Director, Room In The Inn
- **Greg Thompson**, CEO, The Center for Charter School Excellence in TN
- **Julie Warner**, Associate Director, C.E. McGruder Family Resource Center
- **Jeffrey P. Yarbrow**, Associate, Bass, Berry & Simms PLC

While we have found overwhelming support for Nashville Prep among parents in the community, we recognize that we will need to specifically reach more parents of current 4th grade students. Should we be chartered, we intend to acquire a mailing list of current 4th grade students from Metropolitan Nashville Public Schools and directly mail to these families and speak at local elementary schools. In addition to these strategies, we will engage in door-to-door recruiting, with materials available in all languages spoken by our potential parents. Because of

⁷⁰ Supporter Cards are index card-sized information sheets where Nashville residents indicate they support the mission of Nashville Prep and sign up to receive more information.

these opportunities, we expect to fill our first class of 5th grade students with a substantial waiting list.

Please see **Appendix G** for sample Supporter Cards⁷¹ and **Appendix A** for Letters of Support.

ELIGIBILITY

As required by state law, participation in the lottery for Nashville Prep will be based on parental choice and will be open to all MNPS students who qualify for charter school admission under Tennessee Code Annotated (T.C.A.) §49-13-106(a)(1).

Nashville Prep will start its formal enrollment period in December. We will advertise for open registration at this time; all interested parties will be able to meet with the staff of Nashville Prep and learn about the structure, responsibilities and expectations required by the school. Formal enrollment for the first class of entering fifth grade students will commence on January, 3 2010. We will stop receiving applications on Friday, March, 25.

Should there be more applicants than seats available, we will hold an admissions lottery on Friday, April 1 - ensuring that a random selection process is used in admission. Parents will have fourteen days to submit a letter of intent. After all seats have been assigned, a waiting list will be established for the remaining students who have registered in the event that a seat should open up. If there are still seats available after the April lottery, we will accept applications on an ongoing basis, and students will be admitted to the school on a first come-first served basis until all seats are filled. In all cases, Nashville Prep will adhere to any and all schedules and requirements of Metropolitan Nashville Public Schools concerning the recruitment and enrollment of students.

ENROLLMENT

Nashville Prep, as described above, will admit students via an admissions lottery on April 1. If there are more applicants than seats available, an admissions lottery will ensure that a random selection process is used to place students into the school. After all seats have been assigned, a waiting list will be established for the remaining students who have registered in the event that a seat should open up. Any additional students being enrolled will be placed at the end of the waiting list on a first-come, first-serve basis.

If it is the intent of the parents/guardians to enroll their child in Nashville Prep, they must sign and submit a Letter of Intent by April 14th to ensure their child(ren) will be enrolled for the following school year. Parents of newly enrolled students will have until the last Monday in June to submit all required documents in order to secure enrollment. Any students for whom the required paperwork has not been submitted may lose their seat in the school. They will be

⁷¹ Completed Support Cards are available for review upon request.

notified of un-enrollment by certified mail. These un-enrolled spots will then open to the wait list.

If at any time (during the first through third steps), the enrollment exceeds the capacity of Nashville Prep, all subsequent applications for enrollment will be put on a wait list. If and when space becomes available, a lottery will be conducted to determine which student(s) is allowed to enroll.

LOTTERY

The lottery will be governed by a few basic rules:

1. All students who fit the criteria as established by TN law are enrolled in the lottery.
2. Wait listed siblings will be entered into a separate lottery by grade and drawn before non-sibling applicants for that grade.
3. If a student is chosen in the lottery and there is a sibling or siblings on the waitlist for that grade or another grade, they will immediately move into the sibling lottery and will be given preference so the family may all attend the same school.
4. The lottery will be conducted on April 1 of each year. Each student's lottery draw will determine the number that student has on the non-sibling or sibling wait list for the following school year.
5. After the available slots are filled, Nashville Prep will keep drawing the names of the remaining applicants in the appropriate category and place them on a wait list in the order they are drawn.
6. Nashville Prep has an interest in making sure that any prospective students and their families understand the particular mission and focus of the school and are interested in being a part of that school community. We strongly encourage parents/guardians to attend informational sessions, and ask students and parents/guardians to sign the Nashville Prep Community Contract that demonstrates their agreement with the school's mission and values.

Nashville Prep's recruitment plan and admissions policies support our mission and goals of ensuring that all of our students enter and excel in college and in life. We will work actively recruit the students who are most at need and ensure that all students that are eligible (either at a failing school or failing themselves) can apply and be enrolled in Nashville Prep in a fair and equitable manner.

Section 11: CODE OF CONDUCT / DISCIPLINE ---

Explain the code of behavior and discipline of the proposed public charter school.

Describe the school's proposed policies regarding student behavior and discipline, including the standards of behavior and the school's approach to encouraging positive behavior. Detail how these policies will create an environment for learning.

The Code of Conduct is the concise description of fifteen primary rules and associated consequences that govern student behavior at Nashville Preparatory Charter School.⁷² All parents/guardians and students will read the Code of Conduct publicly at the Family Orientation event prior to the start of school. Signing the Family Contract indicates that each parent/guardian and student has read, understands and agrees to abide by the Code of Conduct.

PHILOSOPHY ---

Students are capable of making choices. Students can choose to follow the rules or they can choose to break the rules. At Nashville Prep, there are positive motivators for when a student chooses to follow a rule or procedure and negative consequences for when a student chooses to break a rule or procedure. Students quickly learn that when they do good things, good things happen, and when they do bad things, bad things happen; every positive contribution results in a positive motivator and conversely every negative infraction results in a negative consequence. This is the basis of our student Code of Conduct. Thereby, students who choose not to meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Without a firm and consistent discipline policy, none of what we envision for the school can happen.

The following beliefs inform our Code of Conduct:

- **Safety.** The Code of Conduct is designed first and foremost to ensure that Nashville Prep students are physically and mentally safe at all times.
- **Respect.** Respect towards self, peers, and adults anchors our character development and helps build community within the school and beyond.
- **Self-discipline.** Students who are organized, focused and committed, behave well in school, speak well in public, and are helpful to others will develop strong self-advocacy skills that will serve them well throughout their lives.

⁷² The systems and practices contained herein owe greatly to Democracy Preparatory Charter School (NY, NY) and Excel Academy (Boston, MA).

- **Making a big deal out of “little” problems.** At Nashville Prep, nothing is too small to address. There are no “little” problems; every seemingly small problem can quickly lead to more serious problems. No misbehavior goes unchecked at any time for any reason. We must acknowledge misbehavior, address it, and offer a consequence every time. Studies show that it is not the severity of the punishment that deters people from breaking rules, but quick and consistent application of consequences.
- **Clear consequences.** The students of Nashville Prep will know exactly what behavior is expected and what consequences will result if expectations are not met. The school will always promptly communicate with parents about any disciplinary consequence.
- **Staying Firm and Positive.** We must be firm and positive in our approach to asserting authority. A firm and positive teacher uses the school’s discipline system in conjunction with their own systems, non-verbal cues, strong teacher-student relationships, strong teacher-family communication, positive reinforcement, academic motivation, and clear, well taught and re-taught rules and procedures.
- **Uninterrupted learning.** A major purpose of this Code of Conduct is to minimize distractions in the classroom so that students can commit 100 percent of their attention to academic learning.

GENERAL STATEMENT

Students are expected to abide by all policies and regulations that have been developed by Nashville Preparatory Charter School to ensure the orderly operation of the educational program. When a student breaches these policies and regulations, fellow students and stakeholders have a shared responsibility in taking necessary action to correct the student’s performance. Every reasonable effort will be made to transform a student’s insufficient performance through alternative means before implementing more severe actions, such as a suspension or expulsion. It is expected that all Nashville Prep students will exhibit their dedication to high ethical standards. Adherence to high ethical standards points to responsiveness and appreciation for the standards, as well as a readiness to take responsibility for his/her performance and education.

Code of Conduct (Subject to Board Review and Legal Review)

Our expectations of proper conduct encompass the following. Students are expected to:

- attend school on a regular basis.
- be in class on time, prepared to learn.
- be positive contributors in the classroom.
- be civil, considerate and accommodating to staff and fellow students.
- be mindful about the appearance and character of Nashville Prep and work conscientiously to preserve a positive image.

Student Expectations

Policies dealing with the code of performance will be distributed to students and parents in a Student/Parent Handbook and will be reviewed during annual orientations. Parents and students will sign a contract, promising to abide by the code. In addition to stipulating standards of conduct, the code of performance will specify punitive measures to be taken in the event of a breach.

ENCOURAGING POSITIVE BEHAVIORS

In order to ensure that the school's values are respected at all times, the student management system at Nashville Prep is centered on maintaining the Core Values (Discipline, Respect, Enthusiasm, Accountability, Mastery). The school believes that students should be empowered to understand that their choices in life determine if they are rewarded or punished. Students who choose to uphold the school's Core Values are rewarded, but students who choose not to uphold them are held accountable and must pay the consequences. This philosophy is reflected in the school's dollar system, in which students receive DREAM Dollars for displaying the school's core values, but lose money for not upholding these values.

- Each student in the school has a weekly checkbook that captures his or her behavior throughout the week. Students may earn money for scholarly habits, but may lose (individually/team) money for choosing not to uphold one of the school's values. The money that the students earn comes in the form of artificial DREAM Dollars, which may be used for purchasing items at the school store, including school supplies, snacks, games, etc.
- Students begin every week with 50 DREAM Dollars.
- If a student chooses to not uphold one of the school's values, then money is deducted from that student's checkbook.
- When a student violates one of the core values, the student loses the appropriate amount of money from his or her checkbook and the violation is recorded on the checkbook
- If a student does something exceptionally well or goes above and beyond in upholding one of the values, the teacher may credit money to that student's account (ranging from \$1 to \$3, depending upon the act). For example, if a teacher "catches" a student picking up trash in the hallway or displaying the value of integrity, the student may earn \$1. For truly exceptional acts, the student may earn up to \$3.
- The amount of money a student earns over time also determines his/her eligibility for field trips and incentive activities offered by the school. Students are not penalized for spending their money at the school store; field trip eligibility is determined strictly by dollars earned and is not inclusive of dollars spent. Further, money is not deducted from students' accounts when they attend field trips.

- In most cases, a paycheck monitor is assigned for each class and he or she is responsible for carrying a notebook with the week's paychecks. Teachers may write comments and their initials in the allotted space on the paychecks during class or at a later time in the day.
- At the end of the week, all of the teachers make a copy of their students' checkbook. A copy is sent home in a Friday folder. Every student is expected to return the checkbook signed by his or her parent on Monday morning.
- The paychecks will be reviewed throughout the year and it will be determined who earns invitations to local field lessons, end-of-year trips and special events. Based on a student's paycheck and/or average paycheck amount, privileges may be taken away.

Paychecks are used to motivate and reward students, not punish them. Dream Dollars may be used for rewards and school trips. The paychecks are usually tallied at the end of the school day on Thursday and handed out on the following Friday.

RESPONDING TO NEGATIVE BEHAVIORS ---

Nashville Prep teachers hold students to high academic expectations, and are able to focus on effective instruction because consistent classroom management expectations are enforced by every teacher. Teachers proactively plan to avoid misbehavior. Consistency in application of consequences drives student actions away from negative behaviors. No misbehavior will go unchecked at any time for any reason.

The Nature of Offenses

At Nashville Prep there are three categories of offenses which warrant a disciplinary response. The categories are **Minor Offenses**, **Moderate Offenses**, and **Serious Offenses**. Students will be held responsible for the elements of the school's Code of Conduct during the school day, during school-sponsored events, and while on school grounds, including school transportation.

While it is clearly spelled out above that we will address infractions as they occur, we will explicitly teach and consistently reward desirable behaviors in our school. We will use school-wide and class based systems to build a culture that acknowledges, praises, and rewards students who demonstrate the DREAM Values.

On such occasions when students make choices counter to a climate conducive to learning, consequences will be issued. **Table 10.1** outlines the various levels of infractions:

Table 10.1 Level of Offenses

Minor Offenses	Moderate Offenses	Serious Offenses
Poor Posture	Any pattern of minor offenses	Any pattern of moderate offenses
Supplies that are out of order or are not in student's possession when required	Possession of non-school related electronic devices	Damaging school property
Missing the trash can	Minor vandalism (writing on your desk or book)	Intimidation or harassment (including teasing)
Uniform Violation	Minor disrespect of any member of the school community (telling a student to shut up)	Profanity
Violating line procedure	Horse playing in class, school, on school-related transportation, or during a school-sponsored activity	Direct disobedience
Chewing gum	Physical contact that causes a disruption, or makes other students feel uncomfortable or excluded	Possession of a toy or look-alike weapon
Eating at unapproved times	Inappropriate response to teacher re-direction	Possession of obscene or offensive materials
Disruption	Failure to properly identify yourself to school personnel or other authorized adults	Cheating and/or plagiarism
Failure to complete assigned work		Gambling
Failure to return signed school-to-parent communications		Issuing any implied or explicit threat
Tardy to school		Attempt to assault anyone within the school community
Tardy to class		

Minor Offenses

If a student commits any of the infractions listed as a minor offense, the student will lose money in their paycheck. Depending on the offense, the student may receive additional targeted corrective consequences. Examples of such corrective action would include, but are not limited to, the following:

- sitting in their seat during breaks
- eating lunch in the office and/or in lunch detention
- remaining in school for the entire day during shortened days
- serving Saturday detention
- reflecting on their behavior orally and/or in writing
- apologizing to their peers in small groups or at a school assembly
- performing extra service for the school

Moderate Offenses

Students who commit a moderate offense will automatically require a parent conference, serve a minimum of one day in detention and eat lunch in isolation for a minimum of one day. Additional days may be added based on the severity of the behavior. Additionally, at the discretion of the Executive Director, and, when hired, the Dean of Students, any of the consequences listed under the preceding section can be imposed for a moderate offense. Multiple moderate infractions may result in a major infraction.

Serious Offenses

Consequences for a major infraction are an immediate suspension. Depending on the severity of the incident, the suspension may be in-school or out of school. The number of days the student shall be suspended will be determined by the Executive Director of Nashville Prep. In most cases the number shall not exceed ten (10) days. Additional targeted and corrective consequences may be imposed as appropriate for offenses such as cheating and plagiarism.

Detention

A student assigned to Disciplinary Detention will be required to write an essay reflecting on the nature of the offense, the impact the offense has on the school community, and the alternative acceptable choices that the student could have made. Students who do not make adequate progress towards completing the assignment will be assigned additional days of detention. Detention will be monitored at all times by Nashville Prep staff.

Suspension

There are two types of suspension: in-school suspension (ISS) and out-of-school suspension (OSS). When a student is under out-of-school suspension, he or she is not to be on the campus during the suspension. When suspension is in-school, the student is assigned to an appropriate school location monitored by an appropriate assigned staff member. The student may not leave the room during the times other students are out of class.

In both forms of suspension, the student will be required to make up any missed assignments, presentations or exams in a timeframe reflecting the length of the suspension. For example, if a student is suspended for one day, they will be given one day to make up their missed assignments. At the discretion of the Executive Director, the student may be placed in Homework Center upon their return to ensure that they have sufficient time and support to complete any missing assignments. Parents of a student who is placed on suspension will be notified. The Executive Director may require that a parent conference take place before the student returns to regular school activities.

Unless a student presents a danger or risk to the educational process, the student shall receive the following prior to a suspension of one to ten days:

- If necessary, the student is immediately removed from class and/or school.
- The student is entitled to respond to the charges against him/her.

- The Dean of Students or his/her designee addresses the conduct and, in consultation with the Executive Director, assigns an appropriate consequence.

The parent/guardian is notified by the Executive Director, Dean of Students or his/her designee; a parent/guardian may be required to meet with the Dean of Students or Executive Director regarding infractions prior to the student's return to school.

Expulsion

Parents of students who are recommended for expulsion will be notified by the Executive Director or by a delegated member of the administrative team. The following are examples of the cause for expulsion: *(Note: these examples are not intended as an all-inclusive list.)*

- Chronic flagrant disrespect and insubordination
- The use of (or the providing of) explosive devices, such as fireworks
- Stealing, malicious damage, or destruction of an individual student's or the school's property
- The possession or use of tobacco, alcohol or drugs
- Possession of weapons on campus
- Hazing, racist acts or persecution of other students

A student who is expelled will be subject to due process under Tennessee state law. At Nashville Prep the due process will be as follows (subject to legal review and Board approval):

- The Executive Director will follow standard disciplinary policies and procedures for investigating the facts, obtaining witness statements, and ensuring adherence to due process procedures.
- If the Executive Director believes it is warranted, the student will be expelled.
- The Executive Director shall report to the Nashville Police Department any documentable or suspected incident involving illegal drugs, firearms, explosives, or other weapons outlined in TCA 39-17-1309.

Following an Executive Director's decision to expel, there is an appeal process.

Appealing an Expulsion

The Executive Director will give written or actual notice of the expulsion to the parent/guardian within 24 hours, including giving notice that the parent/guardian or student has five (5) days to file an appeal. All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice of expulsion. The parent/guardian, the student, or a teacher requested by the student can appeal the decision. Absent a timely request for appeal, the decision of the Executive Director will be final.

The appeal will be filed with the Governing Board of Directors. The hearing will be held no later than 10 days after the beginning of the expulsion. Notice of the time and place of the hearing will

be provided to the parent/guardian, the student, the Executive Director and a teacher who chooses to file an appeal.

The Governing Board of Directors may affirm the decision of the Executive Director, order removal of the expulsion unconditionally or upon such terms and conditions as it deems reasonable. The action of the Governing Board of Directors is final.

State Reporting

The Nashville Preparatory Charter School shall include in each application to the Tennessee Department of Education for assistance under the Elementary and Secondary Act the following report of expulsions imposed in accordance with this policy as it applies to the Gun Free Schools Act:

- 1) the name of the school concerned,
- 2) the number of students expelled from the school, and
- 3) the types of weapons concerned.

The Nashville Preparatory Charter School policies and administrative rules and regulations pertaining to student conduct shall be filed with the Commissioner of Education.

Discipline and Special Education Students

In the case of a special education student, or a student who receives 504 accommodations, Nashville Prep will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the Executive Director will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

Section 12: HEALTH and SAFETY

Detail the plan for compliance with the applicable health and safety laws and regulations of the federal government and the laws of the state of Tennessee.

Describe how the school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments.

SAFETY

Establishing and maintaining a teaching and learning environment that promotes wellness, health, and safety is a primary responsibility of Nashville Prep's governing board. Policies will be developed in accordance with all applicable health and safety laws and regulations of federal and state government as they pertain to public school operation. The Executive Director is responsible for seeing that day-to-day practice of safety is a part of the school, including the instructional program.

Policies will address the following topics:

1. Fire protection
2. Accident prevention and reporting procedures
3. Indoor air quality plan and asbestos inspections
4. Multi-hazard plan
5. Warning systems
6. Emergency drills (Local and community wide including fire, severe weather, earthquake and bomb threats)
7. Emergency closings
8. Traffic safety
9. Traffic and parking controls
10. Safety inspections
11. First aid, emergency medical care, infection control
12. Student/employee provision of required health records and required immunizations
13. Staff TB clearance and CORI checks
14. Reporting of suspected child abuse/neglect
15. Sexual harassment
16. Establishment of alcohol/drug/tobacco/violence free environment

Other topics for policy establishment will be determined via review and compliance with MNPS Policies and procedures. In addition, health and safety standards will be outlined in Nashville Prep's insurance agreement, In addition, a detailed safety plan is provided as **Attachment E**.

ADDITIONAL SECURITY

Procedures to adequately protect school property will include, but not be limited to:

1. Controlling the issuance of building keys and master keys and access cards and security cards
2. Permitting access to classrooms, laboratories, gymnasiums or other school facilities or equipment only to times when there is appropriate faculty supervision
3. Procedure for securing teacher work areas when being left unattended or at the end of the day

The Executive Director will secure assistance from law enforcement officials when deemed necessary in order to maintain order or security during the school day or during extracurricular activities at school. The Executive Director will call the Nashville Police Department in cases involving illegal entry, theft or vandalism. The Executive Director will also notify the Board of Directors within 24 hours after each case of vandalism, theft, building damage and illegal entry. The Board of Directors is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property.

Section 13: EMPLOYEE QUALIFICATIONS

Describe the qualifications required of employees of the proposed public charter school.

All teachers in a school must have a current valid Tennessee teaching license, or meet the minimum requirements for licensure as defined by the state board of education. Indicate the number and type of teachers and other school staff to be hired. Describe the qualifications you will require of staff. Detail how these attributes will help support the school's mission and goals. Explain your plans for the professional development and evaluation of staff.

REQUIRED QUALIFICATIONS

Table 13.1 outlines the qualifications required of all employees at Nashville Prep.

Operational Year 1	
Position	Qualifications
Executive Director	<ul style="list-style-type: none"> ▪ Strong commitment to the mission and vision of Nashville Preparatory Charter School ▪ Passion for education, mentorship, and youth awareness ▪ Motivational and energetic leader who is committed to excellence ▪ Solutions-oriented strategic thinker who has overcome complex organizational challenges ▪ Unwavering in pursuit of excellence even in the face of difficult opposition and challenges ▪ Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions ▪ Fundraising experience with a history of cultivating and securing financial support from individuals, foundations, and corporations ▪ Proven success at applying for government grants ▪ Experienced public speaker ▪ Well-developed technical and persuasive writer ▪ Previous management experience ▪ Personal and professional integrity ▪ Openness to feedback, willingness to take personal responsibility, and desire to learn from previous mistakes ▪ Masters level degree preferred
Director of Curriculum and Instruction	<ul style="list-style-type: none"> ▪ Strong commitment to the mission and vision of Nashville Prep ▪ Experienced in education, strategic planning, and staff development ▪ Motivational and energetic leader who is committed to excellence ▪ Solutions-oriented strategic thinker who has overcome complex

	<ul style="list-style-type: none"> organizational challenges ▪ Unwavering in pursuit of excellence even in the face of difficult opposition and challenges ▪ Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions ▪ Teaching experience with marked success and quantifiable and objective student performance gains that surpass state averages ▪ Proven ability to work collaboratively with a diverse team of teachers ▪ Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges ▪ Exceptional public speaker, writer and editor, especially of lesson plans, unit plans, and other curricular materials ▪ Strong knowledge of curriculum for fifth through twelfth grade students ▪ Energy and entrepreneurial spirit for a start-up charter school ▪ Professional demeanor, strong work-ethic, detail-driven work style with excellent organizational skills ▪ Ability to prioritize, multi-task, delegate, and lead by example ▪ Three to five years of urban teaching and educational leadership experience is preferred ▪ Masters level or advanced degree preferred ▪ Highly Qualified as defined by No Child Left Behind
Business and Operations Manager	<ul style="list-style-type: none"> ▪ Commitment to Nashville Prep’s mission and organizational success ▪ Results-driven business leader with experience in, and commitment to, operational and financial excellence and the use of data and assessments to drive operational and financial decisions ▪ Advanced degree (ideally an MBA) and two years of experience in operations and/or finance preferred ▪ Experience in an educational setting preferred ▪ Ambition and desire to grow as a leader ▪ Excellent technical and persuasive writer ▪ Entrepreneurial spirit ▪ Personal and professional integrity ▪ Technological proficiency in Microsoft Office, especially Excel and Access, QuickBooks, and other financial management and HR software
Office Manager	<ul style="list-style-type: none"> ▪ Strong commitment to the mission and vision of Nashville Prep ▪ At least 2 years of administrative experience ▪ Strong attention to detail ▪ Ability to work effectively under stressful working conditions
Student Supports	<ul style="list-style-type: none"> ▪ Certified as Special Education teacher

Coordinator	<ul style="list-style-type: none"> ▪ Strong commitment to the mission and vision of Nashville Prep ▪ Experienced in education, strategic planning, and staff development ▪ Motivational and energetic leader who is committed to excellence ▪ Unwavering in pursuit of excellence even in the face of difficult opposition and challenges ▪ Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions ▪ Teaching experience in urban areas with marked success, and quantifiable and objective student performance gains that surpass state averages ▪ Proven ability to work collaboratively with a diverse team of teachers ▪ Analytical problem-solver and solutions-oriented strategic thinker who has overcome difficult organizational challenges ▪ Energy and entrepreneurial spirit for a start-up charter school ▪ Professional demeanor, strong work ethic, detail-driven work style with excellent organizational skills ▪ Ability to prioritize, multi-task, delegate, and lead by example ▪ Three to five years of urban teaching, with at least 2 years of special education teaching experience and educational leadership experience is preferred ▪ Masters level advanced degree preferred ▪ Highly Qualified as defined by No Child Left Behind
(2) 5 th Grade Reading/Language Arts Teachers	<ul style="list-style-type: none"> ▪ Strong commitment to the mission and vision of Nashville Prep ▪ Successful manager of an urban classroom who has used structure, incentives, and high expectations to drive student success ▪ Experienced classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages ▪ Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting ▪ Demonstrated ability to work well in a team, especially with parents and community members ▪ Analytical problem solver ▪ Basic understanding of data analysis ▪ Minimum three years of urban teaching preferred ▪ Certification in the subject area to be taught preferred ▪ Professional demeanor ▪ Highly Qualified as defined by No Child Left Behind
(2) 5 th Grade Mathematics Teachers	Same as above
(1) 5 th Grade Social	Same as above

Studies Teacher	
(1) 5 th Grade Science Teacher	Same as above

The draft staff handbook for Nashville Prep is attached as **Appendix D**.

ADDITIONAL QUALIFICATIONS

Mission and Vision of the School

All faculty and staff of Nashville Prep must have a deep, focused alignment and commitment with the mission and vision of the school. There are a series of beliefs upon which the school will base its culture and a shared understanding of these beliefs is essential. These include:

- Every child deserves a demanding, high-quality, college-preparatory education.
- Accountable community develops character.
- Great teachers are essential for academic excellence.
- All students, of all races, socioeconomic backgrounds, and life circumstances, can achieve at very high academic levels.
- High expectations are essential for academic success; students will perform to meet the level of expectation set by the staff, in both academic classes and with regard to behavior.
- Data drives decisions. Decisions about the classroom and the school are informed by the actual student achievement data.

Professional Qualifications

In addition to appropriate alignment with the school’s mission, excellent candidates for employment at Nashville Prep will share critical professional qualifications, which may include:

- Instructional skills
- Content knowledge
- Experience with classroom teaching, mentoring, and tutoring
- Resilience
- Work ethic
- Teamwork and collaboration skills
- Professionalism in behavior and language
- Verbal fluency and writing skills

PROFESSIONAL DEVELOPMENT

We know that teacher quality is the single most important factor in driving student achievement and closing the achievement gap; our entire year, from Summer Institute to weekly professional development, is designed to support our teacher’s growth.

Annual School Visits and Study

Each new hire spends, at minimum, one day analyzing the highest performing urban charter schools in the country. Prior to starting summer PD, each new staff member gains experiences in the schools on which we are modeled.

Summer Professional Development

In Year 1, teachers engage in 20 summer PD days, on (1) School Culture, (2) Assessment & Data, and (3) Curriculum & Instruction.

- **School Culture.** Training emphasizes systems and procedures as well as rituals and routines illustrated in the **Educational Plan** section of the application.
- **Assessment and Data Analysis.** We review our accountability plan and staff learn how to implement assessment tools.
- **Curriculum and Instruction.** Using the TN curriculum standards and Grade Level Expectations combined with the most rigorous standards nationwide, staff develop detailed curriculum guided by the use of Curriculum Alignment Templates (CATs), along with calendared unit plans.

Monthly Professional Development

We provide 10 PD days throughout the year. Two occur immediately following interim assessments and support staff in analyzing achievement data and constructing action plans for moving forward. Sample questions to be addressed include: On which standards are my students demonstrating mastery? Are there any students who are in need of additional supports or interventions outside of the classroom? Are there standards in which the class is nearly reaching mastery, but not quite there? What can I spiral into my curriculum and instruction moving forward to address this? Are any of our subgroups, ELL, Special Education, etc., achieving below the school averages? If so, what evidence supports this claim and how can we address this lack of efficacy in our teaching practices?

On days not focused on data-analysis and action planning, the focus is on areas of growth for the whole school. This may include the use of effective ELL strategies to support math instruction, reflection on our overall school culture and areas where we need to improve, or how to increase the frequency and quality of family engagement.

Weekly Professional Development.

Each Friday students dismiss at 2:10 pm and staff have three hours of dedicated, targeted PD. Early in the year, the majority of time is used to examine and constantly improve the effectiveness of our school-wide practices and systems. For example, we have a system for HW collection at the beginning of each day that includes gathering the work, inputting the data for whether or not assignments have been completed and contacting families. If three weeks into the school year we find that a system is ineffective or overly time consuming, we will revise it and

implement the new practice. As a school built on continuous improvement, it is our obligation to analyze the effectiveness of everything we do, and when necessary, modify and adapt. As the year progresses, weekly PD transitions between whole staff work to smaller focus groups such as grade level teams and literacy instruction inquiry groups.

Daily Professional Development

Teachers will have at least three hours of individual daily planning time. Additionally teachers will be frequently observed in the classroom and given feedback. Observations of each teacher will involve assessment of student engagement, lesson delivery, instructional methodologies and classroom management. Post-observation conferences with specific feedback from the Executive Director or Director of Curriculum and Instruction will occur within 24 hours of the observation to maximize the value of the observation as a constructive tool. This will enable teachers to be immediately aware of their strengths and weaknesses, and design a plan to address weaknesses.

EVALUATION OF ADMINISTRATIVE STAFF _____

- The **Executive Director** will be evaluated by the Board of Directors prior to the end of each year's contract, based on criteria set forth by job responsibilities and all elements of the school's Accountability Plan. Results will be in writing and included in the employee's personnel file.
- The **Director of Curriculum and Instruction, Business and Operations Manager, Dean of Students and Families, and Special Education Director** will be evaluated by the Executive Director twice per year, based on criteria set forth by job responsibilities. Results will be in writing and included in the employee's personnel file.

EVALUATION OF INSTRUCTIONAL STAFF _____

- The **Instructional Staff** will be evaluated by the Executive Director, and informed by the Director of Curriculum and Instruction twice per year, based on criteria set forth by job responsibilities. Results will be in writing and included in the employee's personnel file.

EVALUATION OF NON-INSTRUCTIONAL STAFF _____

- The **Non-instructional Staff** will be evaluated by the Executive Director and informed by the Business and Operations Manager twice per year, based on criteria set forth by job responsibilities. Results will be in writing and included in the employee's personnel file.

STAFF RECRUITMENT

We will aggressively recruit high quality teachers by casting a wide net in both traditional and non-traditional venues. According to “The Real Causes of Higher Achievement,” teaching is *the* most important factor bearing on achievement. Studies of students from low socioeconomic backgrounds find that in the areas of reading and math, the school and teachers have six to ten times as much influence on learning as all socioeconomic factors combined.⁷³ We will seek highly qualified staff through Teach For America, career fairs, college alumni associations, multimedia resources and Young Education Professionals. Our website will have a link to all career opportunities. Candidates must be 100% aligned with the mission, and demonstrate academic success with our target population. Applicants who provide resume and cover letter will start a process including: resume review, telephone interview, in-person interview, sample teaching lesson, and reference/criminal background checks. All hires will be contingent upon providing formal copy of state certification.

⁷³ Schmoker, Mike. “The Real Causes of Higher Achievement”; SED Letter Volume XIV Number 2 May 2002.

Section 14: SPONSORING ENTITY ---

Identify the individuals and entities sponsoring the proposed public charter school, including their names and addresses.

Summarize each individual's and entity's relevant experience and qualifications. If you have not already done so under question 8, provide contact information and a resume or organizational description for each individual and entity. Briefly explain how these sponsors will help contribute to your school's mission.

Nashville Preparatory Charter School is sponsored by Nashville Preparatory Charter School, Inc., a Tennessee non-profit corporation. State incorporation documents are included in **Attachment F**. The Nashville Preparatory Charter School, Inc. Board of Directors will serve as the governing body of Nashville Preparatory Charter School. Board members, along with their contact information and biographies, are included in **Section 9, Governing Body**. Resumes are included as **Attachment H**. The control and governance of Nashville Prep is vested in the Board of Directors and all management decisions will be delegated to the Executive Director who will report to the Board. The Board and its individual members are charged with upholding and overseeing fulfillment of the mission and purpose of Nashville Prep.

As the critical volunteer leadership of the school, Board members commit to:

- Developing and providing oversight of policies and procedures for the school
- Managing resources effectively
- Monitoring educational programs and services, ensuring alignment with the school's mission and goals
- Selecting, supporting and evaluating the Executive Director
- Ensuring effective long-term business and organizational planning
- Supporting the organization financially
- Taking initiative in connecting the organization with opportunities for funding
- Enhancing the school's image in the community
- Acting in the best interests of the school at all times

Section 15: DEPOSITS / INVESTMENTS / IDLE FUNDS _____

Describe the procedures governing the deposit and investment of idle funds, purchasing procedures, and comprehensive travel regulations.

Detail the policies and processes regarding the deposit and investment of idle funds. Describe your school's purchasing procedures and identify who will have purchasing authority. (All contracts for goods and services in excess of five thousand dollars (\$5,000) must be bid and approved by the governing body of each public charter school). Provide regulations on travel, including policies regarding student field trips and reimbursement of travel expenses.

Deposit and Investment of Idle Funds

In investing and dealing with all assets held by Nashville Prep for investment, the Board of Directors shall exercise the standard of care described in its by-laws. (Please see **Bylaws** in **Attachment D**) and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the corporation's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this clause where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to Nashville Prep.

Investments

Nashville Prep, under the discretion of the Board of Directors, may invest in safe, secure instruments that provide at least a market rate of rate of return with minimum amount of risk. These include certificates of deposit, obligations of the U.S. government, repurchase agreements, banker's acceptances, commercial paper or savings accounts. Nashville Prep may also purchase real estate in the community and lease or acquire any needed facilities, as long as such investments match the needs and mission of the school.

Gifts, In-kind Donations and Grant Awards

The Board of Directors will be responsible for managing all gifts, in-kind donations and grant awards. The management of such funds will follow the policies and procedures set forth in the Board of Directors Bylaws.

Purchasing Procedures

Pursuant to Metropolitan Nashville Public Schools purchasing regulations, all contracts for goods and services in excess of \$5,000 must be bid and approved by the Nashville Prep Board of Directors. The Executive Director will practice regular management of purchasing. All capital

purchases and long-term contracts will be managed by the Board of Directors and are subject to approval of the Board.

Travel Policies

School-related travel costs, including student field trips and travel reimbursements, will be reimbursed by Nashville Prep in cases where prior approval of travel is obtained. In such cases, expense reports will be submitted, including receipts for all purchases. All documentation will be submitted to the Executive Director for approval in a timeframe not to exceed more than 30 days after travel is completed. Travel expense reports must be signed by the Executive Director before reimbursements will be made.

Section 16: MANAGEMENT and ADMINISTRATION _____

Provide a plan for the management and administration of the school.

Detail the management and administration plan for the school. Clearly describe and delineate the rules and responsibilities of the school's leader(s), the governing board, and other key personnel. If you have identified specific individuals who will play day-to-day leadership roles in the school, list them.

School Management

Nashville Preparatory Charter School will be governed by a Board of Directors. They will assume the ultimate authority and accountability for all matters of school governance and administration. Upon approval of the charter and as required by Tenn. Code Annotated § 49-13-104 (3), a parent representative, whose child is enrolled at Nashville Prep, will be appointed to the Board of Directors within six (6) months of Nashville Prep's opening date. The Board will regularly seek feedback from parents, and other constituents of the school, including community members, in developing and implementing school policies.

The Board ensures that all provisions of the charter are fulfilled in a manner consistent with the spirit and letter of the law. The Board oversees financial management of the school, review of audit methods and findings and compliance with sound fiscal management. The Board has the responsibility for hiring and evaluating the performance of the Executive Director.

The policies and procedures that aid in Nashville Preparatory Charter School's governance is outlined in the Board of Directors' By-Laws, **Attachment D**. The Executive Director will report directly to the Board of Directors and will directly supervise the Director of Curriculum and Instruction, Business and Operations Manager and Faculty. A full list of our requested waivers of State Laws and State Board of Education Rules and Regulations, see **Attachment J: Waiver List**.

Management and Administration Responsibilities

A brief description of the administration of the school, including the roles and responsibilities of the school leader, the governing board, and other key personnel is listed below. Every officer, administrator, and employee is driven by the mission of Nashville Prep.

The **Executive Director** is the external face of the school and is accountable for all school operations. S/he is the liaison between the Board of Directors and the school's staff. The Executive Director is also responsible for maintaining the integrity of the mission for Nashville Prep, and ensures that all resources are provided so that the mission can be successfully carried out. S/he hires, supervises and evaluates all employees of the school and may delegate these duties to other administrative staff which include, but are not limited to the Director of

Curriculum and Instruction, Business and Operations Manager, or the Dean of Students and Families (added in Year 4). The Executive Director reports directly to the Board on the state of the school and is charged with executing all school operations and programs to ensure adequate progress towards the goals set forth in the school's Accountability Plan.

The **Director of Curriculum and Instruction** oversees the academic program in the school. S/he oversees curriculum development and alignment, instruction, and the professional development of teaching staff. The Director of Curriculum and Instruction develops and administers the assessment system, analyzes its results and guides instructional and individualized supports in response to those results, and reports directly to the Executive Director.

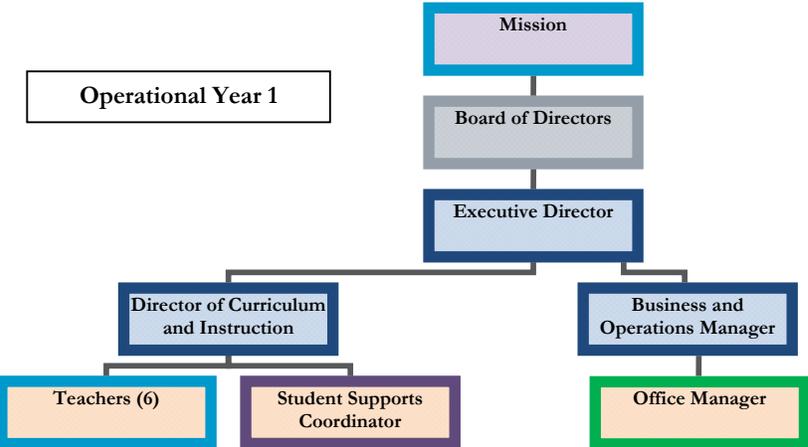
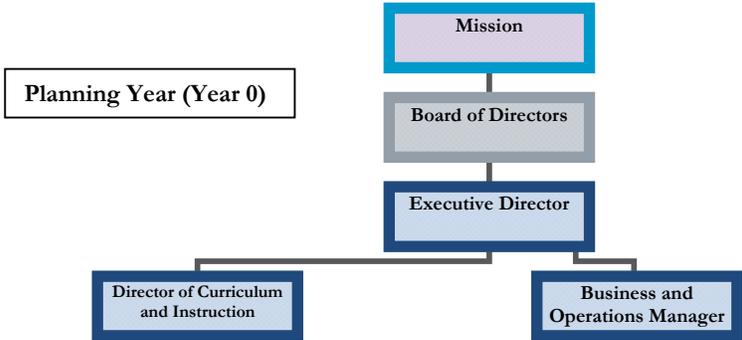
The **Business and Operations Manager** is responsible for the financial, facility, and operational needs of the school. S/He maintains the school budget, accounting systems, and ensures compliance with all federal, state and local requirements. In addition, the Business and Operations Manager manages facility and human resource needs, and ensures that the school's daily operations and attendance system run smoothly. S/he oversees the work of the Office Manager, works closely with the Director of Curriculum and Instruction, and reports directly to the Executive Director.

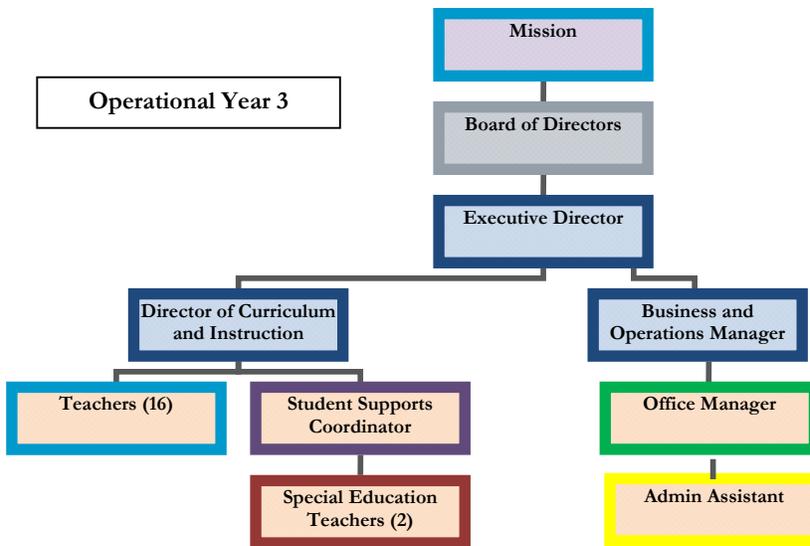
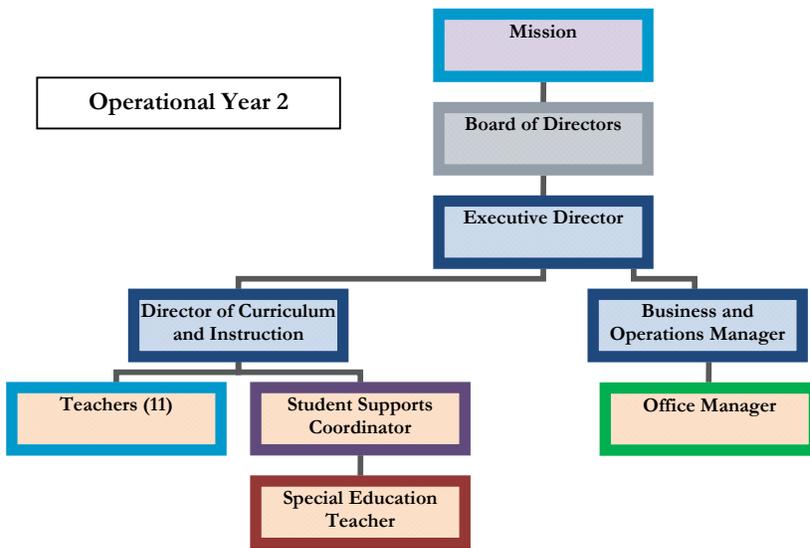
The **Office Manager** maintains student records and ensures that student attendance, homework completion, and merit/demerit data are accurately recorded. S/he is the first contact for parents and ensures that appropriate notification is given to parents regarding student health, detentions, or other pressing matters pertaining to their children. The Office Manager works closely with and reports directly to the Business and Operations Manager.

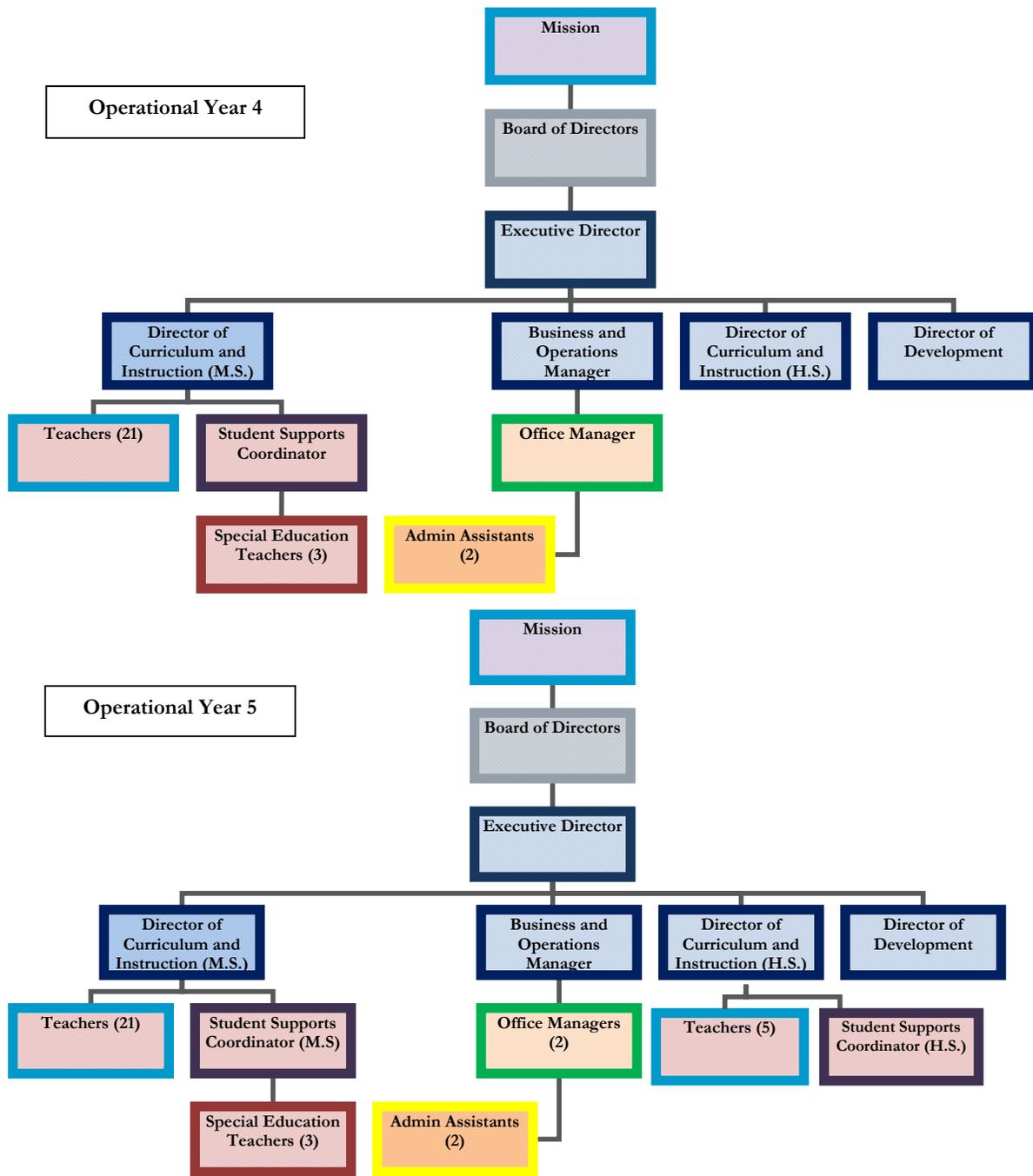
The **Director of Student Supports** focuses on the entire special education program. During the first year of operation, the Director of Student Supports will spend the majority of their time on administrative duties associated with student IEPs and will also have instructional duties for students either within classrooms with the regular education teacher during inclusion or for those students requiring pull-out time in special education classes.

The **Dean of Students and Families** focuses on student culture and discipline. S/he holds Nashville Prep students accountable to the Code of Conduct and establishes and maintains family relationships to support the high behavioral expectations of the school. S/he also oversees community outreach efforts to ensure that students have access to educational enrichment opportunities beyond the school's offerings. The Dean of Student and Families also coordinates school events and works with the Executive Director and Business and Operations Manager to plan and execute college visits and end of year excursions with students.

The following organizational chart(s) – Operational Years 0-4 outline all supervisory relationships for the initial term of the charter.







Administrator Requirements

All administrators will be aligned with and deeply committed to the mission of Nashville Preparatory Charter School. Administrators, include the Executive Director, Director of

Curriculum and Instruction, Special Education Resource Specialist, and Business and Operations Manager. The Director of Curriculum and Instruction must have at least three (3) years of teaching experience. The Special Education Resource Specialist must have Special Education Certification. Last, the Business and Operations Manager will be expected to have a Masters of Business Administration and at least two (2) years' experience in financial management.

Full-time Faculty Requirements

All full-time faculty members will be aligned with and deeply committed to the mission of Nashville Prep. Full-time faculty members will be required to obtain the appropriate teaching licensures as outlined by the state of Tennessee and demonstrate Highly Qualified status as defined by No Child Left Behind.

Non-core Faculty Staff Requirements

All non-core faculty staff will be aligned with and deeply committed to the mission of Nashville Prep. Non-core faculty staff members are not required to hold credentials but must demonstrate subject knowledge and the ability to work well with adolescents.

Other Staff, Substitutes and Consultants

All other staff will be aligned with and deeply committed to the mission of Nashville Prep. All other staff must demonstrate the abilities necessary to effectively carry out their responsibilities.

Proposed Executive Director

The Board expects to hire Ravi Gupta as the school's founding Executive Director. Mr. Gupta recently served as Special Assistant and Speechwriter to Susan Rice, US Ambassador to the United Nations. He previously spent almost two years working for Barack Obama's presidential campaign – joining then-Senator Obama's exploratory committee and working through the primary and general elections. He ran fundraising, voter registration, and voter turnout operations in over a half dozen states during the primary election and served as assistant to Chief Strategist David Axelrod during the general election. Prior to joining Obama for America, Ravi served as the Director of Development of Orphans or Rwanda, an organization that provides comprehensive educational support to children in Rwanda orphaned by the 1994 genocide and/or HIV/AIDS. He also founded the Atuu International Scholarship Fund in 2003 to establish scholarships for children in Ghana, West Africa to attend high school and college. He graduated from Yale Law School in 2009, where he was a Harry S. Truman Scholar.

Ravi Gupta is one of two Nashville Fellows in Building Excellent Schools, nationally recognized for its rigorous, year-long training program in charter school management and has completed a leadership residency at Democracy Preparatory Charter School. The Fellowship includes 600+ hours of intense training led by respected educational leaders and visits to 30+ top urban charter schools and a residency in a high-performing urban charter school. Fellows receive training, coaching and support on Board development and Follow-on Support during the first three years

of the charter. Please see **Appendix F** for more detail on the Building Excellent Schools Fellowship.

Please see **Appendix H**, Resume of Ravi Gupta, proposed Executive Director.

Section 17: BY-LAWS

Provide a copy of the proposed by-laws of the governing body of the charter school.

A separate copy of the proposed By-laws is attached as **Attachment D**. A copy of the Conflict of Interest Policy is attached as **Attachment I**.

ARTICLE I

Name, Location, Mission and Objectives

Section 1: The name of the organization will be Nashville Preparatory Charter School (“Nashville Prep Prep”).

Section 2: The initial principal location of Nashville Prep shall be at:
1517 Elmwood Ave, Suite A
Nashville, TN 37212

Nashville Prep may also have offices at such other places as the Board of Directors (Board) shall determine the business of Nashville Prep requires; provided, however, that the registered office be registered with the Secretary of State of Tennessee and the agent so registered be located at the same address, or otherwise as provided by the Board of Directors.

Section 3: The purposes for which the Nashville Preparatory Charter School (Nashville Prep) is organized are educating students in grades five through twelve by building the academic and character foundation necessary for success in the most demanding colleges and a life of active citizenship.

Section 4: If, for any reason, the organization should dissolve, upon dissolution of the organization assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE II

Members

Nashville Prep does not have members. While persons who associate or attend programs of, participate in, contribute to, or benefit from Nashville Prep may be referred to as “member,” no rights, voting or otherwise, will inure to such person.

ARTICLE III

Board of Directors

Section 1: The Board of Directors (“the Board”) shall consist of at least seven (7) Directors and no more than fifteen Directors. All Directors shall have identical rights and responsibilities. The School Director of the school will be an advisory, non-voting member of the Board (*ex officio*).

Section 2: Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board delineated in the Job Description of the Board of Directors.

Section 3: The Nashville Prep nominating committee, known as the Governance Committee, shall present a slate of potential Directors and officers for election by the Board of Directors. This slate shall be presented at the annual meeting of the Board.

Section 4: Directors shall serve a term of two (2) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Director may not be reduced, except for cause as specified in these bylaws. No Director shall serve more than two (2) consecutive, three-year terms. Directors shall serve staggered terms to balance continuity with new perspective.

Section 5: The initial Board of Directors will serve staggered terms. The initial Board shall consist of at least two Directors who will serve a one-year term (ending in Spring 2012), at least two Directors who will serve a two-year term (ending in Spring 2013), and at least two Directors will serve a three-year term (ending in Spring 2014).

Section 6: Any vacancy occurring in the Board of Directors and any position to be filled by reason of an increase in the number of Directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Directors. A Director elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 7: A Director may resign at any time by filing a written resignation with the Chair of the Board.

Section 8: The Board may remove any Officer or Director by majority vote of the entire Board of Directors at any regular or special meeting of the Board, provided that a statement of the reason or reasons shall have been mailed by Registered Mail to the Officer or Director proposed for removal at least thirty (30) days before any final action is taken by the Board. This statement shall be accompanied by a notice of the time when, and the place where, the Board is to take action on the removal. The Officer or Director shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

Section 9: Members of the Board of Directors:

- a. Shall receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary Nashville Prep activities in accordance with Nashville Preparatory Charter School policies.
- b. Shall serve the Nashville Preparatory Charter School with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Nashville Preparatory Charter School.
- c. All participants in Board work are bound by the Code of Conduct, Conflict of Interest and Confidentiality policy statements.
- d. Shall have no direct or indirect financial interest in the assets or leases of the Nashville Preparatory Charter School; any Director who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the Nashville Preparatory Charter School shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

ARTICLE IV

Officers

Section 1: There shall be four (4) elective Officers of the Board: a Chair, a Vice Chair, a Secretary, and a Treasurer.

Section 2: The Governance Committee shall present a slate of Officers to the Board of Directors. The nominated Officers shall be drawn from among the members of the Board of Directors. The election of Officers shall be held at the annual meeting of the Board.

Section 3: The newly elected Officers shall take office on July 1 following the close of the meeting at which they are elected and the term of office shall be one year, or until respective successors assume office. A Director may serve more than one (1) term in the same office, but not more than three consecutive terms in the same office.

Section 4: In the event that the office of the Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term. In the event that the office of Vice-Chair or Secretary-Treasurer becomes vacant, the Chair shall appoint interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held.

ARTICLE V

Meetings

Section 1: The annual meeting of the Board of Directors shall occur in the last quarter of the fiscal year. There shall be at least 10 other regular meetings of the Board held each year. Notice shall be given to each Director thirty (30) days prior to the date of every regular meeting of the Board. Notice to the public of annual and regular meetings shall be given in accordance with Section 8-44-103 of the Tennessee Open Meeting Act.

Section 2: Special meetings of the Board of Directors may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, and hour therefore, due notice having been given each Director five (5) calendar days prior to the meeting. Notice to the public of special meetings shall be given in accordance with Section 8-44-103 of the Tennessee Open Meeting Act.

Section 3: One-half of the Directors then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Directors, except where otherwise required by these Bylaws.

Section 4: The Board shall select its own meeting format in any method allowed by the laws of the state of Tennessee. Any such meeting, whether regular or special, complying with Sections 1 or 2 of Article IV, shall constitute a meeting of the Board of Directors and shall subscribe to the policies, procedures, and rules adopted by the Board.

Section 5: Notice of all regular and special meetings of the Board, an agenda of all items to be discussed at such meetings, and agenda support materials shall be circulated to all Directors prior to the meeting. Any Director may waive notice of any meeting. The attendance of a Director at any meeting also 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.

Section 6: An absentee Board member may not designate an alternate to represent him or her at a Board meeting. A member of the board may be deemed to be present for purposes of achieving a quorum and may cast a vote if he/she grants a signed, written proxy to another board member who is present at the meeting. The proxy must direct a vote to be cast with respect to a particular proposal that is described with reasonable specificity in the proxy. No other proxies are allowed.

ARTICLE VI

Committees and Task Forces

Section 1: A Board resolution shall appoint committees or task forces of the Board, except the Governance Committee. Committees may be composed of Directors or community members, or both. The Board may prescribe the need and/or the composition of such committees.

Section 2: There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of at least three (3) persons elected by the

Board of Directors at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair.

Section 3: The duties of the Governance Committee shall be:

- a. to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Director positions on the Board;
- b. to present a slate of nominees for Officers to the Board for election at the annual meeting;
- c. to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;
- d. to provide ongoing orientation to Directors;
- e. to oversee a Director assessment process to ensure optimum performance; and
- f. to recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

ARTICLE VII

Fiscal Year

The fiscal year of the Nashville Preparatory Charter School shall begin on July 1 of each calendar year and terminate on June 30 of the same year.

ARTICLE VIII

Rules of Order

In case of conflict or challenge, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of Nashville Preparatory Charter School.

ARTICLE IX

Amendments

These Bylaws may be amended at a regular meeting by a two-thirds vote of all Directors then in office; provided that notice of the proposed amendment, together with a copy thereof, is mailed to each Director at least fifteen (15) days prior to the meeting at which the amendment is to be considered.

Section 18: ASSURANCE OF LIABILITY _____

Include a statement of assurance of liability by the governing body of the charter school.

Nashville Preparatory Charter school, Inc., the sponsor and Governing Body of Nashville Preparatory Charter School, acknowledges, agrees and warrants that Metropolitan Nashville Public Schools Board of Education shall not be liable for any act or omission whatsoever of Nashville Preparatory Charter School, Inc. or Nashville Preparatory Charter School. In the event any person or entity shall seek to include Metropolitan Nashville Public Schools Board of Education or hold Metropolitan Nashville Public Schools Board of Education, as liable for any acts or omissions of Nashville Preparatory Charter School, Nashville Preparatory Charter School shall indemnify and hold harmless Metropolitan Nashville Public Schools Board of Education.

In addition, the Assurances Form is included at the beginning of this charter school application package.

Section 19: INSURANCE COVERAGE

Detail the types and amounts of insurance coverage to be held either by the charter school or approved by the local board of education, including provisions for assuring that the insurance provider will notify the department of education within 10 days of the cancellation of any insurance it carries on the charter school.

Detail the types and amounts of insurance coverage. Provide contact information of the policy providers and an assurance from the providers that they will notify the department of education appropriately of any cancellations in policies.

Please see following letter provided by Martin & Zerfoss Insurance & Bonds which outlines the insurance proposal for Nashville Prep. Both Nashville Prep and insurance provider assure that they will notify the Department of Education of any cancellations in policy within 10 days.

MARTIN & ZERFOSS

INSURANCE & BONDS SINCE 1978

September 9th, 2010

Mr. Alan Coverstone
Director of Charter Schools
Metropolitan Nashville Public Schools
2601 Bransford Ave.
Nashville, TN 37204

RE: Nashville Preparatory Charter School Insurance Requirements

Dear Mr. Coverstone:

Nashville Preparatory Charter School has begun the process of fulfilling the insurance requirements that Metro Nashville Public Schools requires be maintained for their Charter Agreement. As stated by Metro's guidelines General Liability/Automobile Liability Policy: must be equal to or greater than \$5,000,000. This insurance will be primary insurance and the first \$1,000,000 dollars will be with a company licensed in Tennessee. The following \$4,000,000 will be covered under an excess liability policy or an umbrella policy. This policy will name Metropolitan Government as an additional insured and will cover contractual liability. The automobile coverage will cover all owned vehicles, hired and non-owned vehicles in the amount of \$1,000,000.

The Professional Liability Policy for Directors and Officers for Nashville Preparatory Charter School will be equal to or greater than \$5,000,000. Teachers Professional Liability Policy will be equal or greater than \$1,000,000. Workers Compensation and Employers Liability Policy will be equal to or greater than \$500,000 each accident, each employee and policy limit. Property and Boiler Insurance Policy will be provided if Charter school purchases the property being used. Insurance shall be for the full replacement cost of the property and contents with no coinsurance penalty provision.

Certificates of Insurance, in a form satisfactory to the Chartering Authority, evidencing of coverage shall be provided to the Chartering Authority prior to the commencement of performance of this Charter Agreement. Throughout the term of this Charter Agreement the sponsor will provide updated certificates of insurance upon expiration of the current certificates. Included in the provisions of the policy the insurance provider will notify the Department of Education within 10 days of cancellation of any insurance policy it carries on the Charter School.

Should you have any questions regarding coverage requirements, please feel free to contact me.

Sincerely,


Taylor R. Regan
Martin & Zerfoss, INC

1909 21ST AVENUE SOUTH
PO BOX 121587
NASHVILLE, TN 37212

TEL: 615 297-8500
FAX: 615 269-7390
TF: 888 297-8557



WWW.MARTINZERFOSS.COM

Section 20: TRANSPORTATION ---

Describe the plan for transportation for the pupils attending the charter school. Charter schools are not required to provide transportation.

If the proposed charter school elects to provide transportation for its pupils, provide a detailed transportation plan including the types of vehicles that will be used, who will drive them, and what students will be eligible.

To ensure that as many eligible and interested students as possible have access to Nashville Prep, the school has plans to offer limited transportation services to students, based on a to be determined radius from the school along with other factors such as proximity to main public transportation. To achieve the greatest cost and operational efficiencies while also properly distributing risk, Nashville Prep will contract with an established school bussing/transportation company in the Nashville area to provide transportation services to the school. The Board of Directors will solicit competitive bids for the contract with local companies in compliance with the purchasing requirements outlined previously in this application. Other parameters including types of vehicles and the qualifications of drivers will be confirmed with the contracting transportation company and will be submitted to MNPS for inspection and approval prior to implementation.

Special transportation will be provided when necessary for students with disabilities. As per state and federal laws and regulations, all personnel directly involved in providing transportation of students with disabilities will have training regarding the needs of students with disabilities.

Should Nashville Prep determine the need to purchase or lease vehicles, all vehicles will be covered by auto liability insurance of the following minimum amounts:

- \$1,000,000 per person
- \$5,000,000 each accident
- \$50,000 property damage
- \$5,000 medical/death payment

Also, vehicles will be inspected monthly by authorized service personnel and go through annual inspection by the TN Department of Safety.

Section 21: FINANCIAL COMMITMENTS ---

Provide information regarding financial commitments from equity investors or debt sources for cash or similar liquid assets sufficient to demonstrate that the charter school will have liquid assets sufficiently available to operate the school on an ongoing and sound financial basis.

In lieu of cash or similar liquid assets, an applicant may provide a financial bond issued by a company authorized to issue surety bonds in Tennessee.

Nashville Preparatory Charter School will be sponsored by Nashville Preparatory Charter School, Inc., a 501(c) (3) non-profit corporation. Nashville Preparatory Charter School, Inc., will raise private funds that will offset costs to operate Nashville Preparatory Charter School. Nashville Prep expects that the Board of Directors of Nashville Preparatory Charter School, Inc. will assist in identifying private sources of funding to aid in the development of the school. These private funds will increase liquid assets and will provide greater resources for the students' learning experience.

Nashville Preparatory Charter School intends to hire a Director of Development in its fourth year of operation dedicated to seeking and obtaining funds from private and public sources, including grants. During operational years 1 through 3, the Executive Director working closely with the Board will be in charge of raising private funding. In addition to grants and donations, Nashville Prep will utilize per-pupil funds allocated by MNPS to maintain operations of the school.

Historically, new Building Excellent Schools charter schools founded by Fellows have received \$250,000 each in Walton Foundation funds for its first few years of operations. In addition, Nashville Prep plans to apply to the Tennessee Department of Education and the US Department of Education for start-up funds that are available for new public charter schools.

Our five-year projected budget provided as **Attachment A** indicates that Nashville Prep will have the necessary cash and liquid assets to operate on an on-going and sound financial basis. Each operating year, Nashville Prep maintains a reserve equal to at least 3% of revenues.

Section 22: FACILITY

Provide an accurate and representative description of the facility to house the proposed public charter school:

Describe the board's five-year plan for facilities and the progress (to date) in acquiring a high quality facility well in advance of school opening. If possible, provide local address of proposed facility for charter school. Describe the layout and footprint of the facility and how it is suited to meet the educational and practical needs of your student body. Include overall sq. footage of property and rationale for choosing this property. Include leasing and/or purchasing arrangements (terms of lease) of the proposed property as well as a detailed description of the organizational status and mission of the owner of the proposed facility property.

Nashville Prep has not yet finalized a site for the school, but is aggressively pursuing a variety of facility solutions. We will ensure that the facility has enough space to meet the needs of the school, including number and type of classrooms, administrative offices, any program specific space (science labs, art workshops, etc.), media center, meeting space, and kitchen facility. Nashville Prep has contracted with Southeast Venture, LLC, an established, diversified, Nashville real estate services firm, to locate a space for the school.

Nashville Prep is currently pursuing three options that are consistent with our managed growth or a staged approach to ramp-up by year five. The most promising of these sites is the former John Early Elementary School building (2013 25th Avenue North) owned by Metro Nashville Public Schools and currently partially occupied by the McGruder Family Resource Center. We are in ongoing negotiations with MNPS and the McGruder Center over use of an eight classroom wing of this building with additional plans to grow using a combination of other classrooms throughout the building and portable classrooms in the field behind the building. The McGruder Center is extremely encouraging of our preliminary plans. (Please see **Appendix A**, Letters of Support, McGruder Center Associate Director Julie Warner.)

Nashville Prep is also looking at a 25,000 square foot building at 3808 Clarksville Pike. This former school facility is code-ready and has been built as a school; therefore, renovation costs would be minimal. This facility is currently for-sale, and we are in active negotiations with the owner.

Through its association with Building Excellent Schools and the Tennessee Center for Charter School Excellence, Nashville Prep has access to several options for favorable financing that can facilitate a facility acquisition and/or renovations. The school is currently engaged in a negotiation process to secure financing for any improvements that may be required for the school's top choice of facility or for the acquisition of any portables.