



Amended Application for a Public Charter School

KIPP Southeast Nashville College Prep Elementary
School

May 26, 2022

For questions about this application, please contact:

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GENERAL INFORMATION

Name of proposed school: KIPP Southeast Nashville College Prep Elementary School (KSNCP-ES)

Projected year of school opening with the identified authorizer: 2024-2025

Charter authorizer for proposed school: Metro Nashville Public Schools

Sponsor/Sponsoring entity: KIPP Nashville

The sponsor is a not-for-profit organization with 501(c)(3)status: Yes No In Process

Model or focus of proposed school: College Preparatory

City or geographic community for proposed school: Southeast Nashville

Name of primary contact person (this person should serve as the contact for follow-up, interviews, and notices regarding this application): Randy Dowell, Executive Director, KIPP Nashville

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Names, current employment, and roles of all people on school design team, including school leader (add lines as needed):

Full name	Current employer and job title	Position with proposed school
Randy Dowell	Executive Director, KIPP Nashville	Executive Director, KIPP Nashville
Adrianna Clemons	Chief Operating Officer, KIPP Nashville	Chief Operating Officer, KIPP Nashville
Dan Gen naoui	Chief Financial Officer, KIPP Nashville	Chief Financial Officer, KIPP Nashville
Lindsay Wright	Chief Talent Officer, KIPP Nashville	Chief Talent Officer, KIPP Nashville
Kate Baker	Head of Schools, Elementary, KIPP Nashville	Head of Schools, Elementary, KIPP Nashville

Does the proposed school intend to contract or partner with a charter management organization? Yes No

If yes, identify the CMO or other partner organization: N/A

Does this applicant have charter school applications under consideration by any other authorizer? Yes No

If yes, complete the table below, adding lines as needed:

State	Authorizer	Proposed School Name	Application Due Date	Decision Date	Proposed opening year

Indicate Applicant Type:

- New-Start Applicant (Category 1)
- Sponsor of Existing TN School Proposing New School with Change in Focus/Grade (Category 2)
- Out-of-State Sponsor (Category 2)
- Sponsor of Existing TN School Proposing to Replicate (Category 3)
- Sponsor of Existing School in the ASD Seeking Authorization from Its Home LEA (Category 4)

ASSURANCES

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter KIPP Southeast Nashville College Prep Elementary School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and 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 authorizer and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-111(p);
3. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. 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;
6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
 - a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
 - b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 *et seq.*; 10-7-503, 504) (guidance is available from the Office of Open Records Counsel);
 - c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;
 - d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120, and 127;
 - e. requiring 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 T.C.A. § 8-19-101; and
8. Will, at all times, maintain all necessary and appropriate insurance coverage.


Signature

Randy Dowell

Printed Name of Authorized Representative

Executive Director, KIPP Nashville

Title of Authorized Representative

EXECUTIVE SUMMARY

In three pages or less, provide an executive summary about your proposed charter school. The executive summary should provide a concise overview of the following:

- The plan for the proposed school;
- The geographic and population considerations of the school environment;
- The challenges particular to those considerations; and
- The applicant team's capacity to successfully open and operate a high-quality school given the above considerations.

KIPP Southeast Nashville College Prep Elementary School (KSNCP-ES) will be a public charter elementary school designed to meet the needs of a growing population in Southeast Nashville. As the Southeast Nashville community continues to grow, the need for new public school seats has become increasingly apparent. At KIPP Nashville, we have seen this first-hand through large waitlists at our current Antioch schools. Through discussions with public officials, district leaders and school board members coupled with an analysis of the current and projected need for public school seats in the area, it has become clear that Southeast Nashville needs new public school seats. We submit this application in an effort to meet the needs of this growing community.

KSNCP-ES will offer parents in this growing community a college-prep elementary school option, designed to support their children in their journey to and through college. To do this, KSNCP-ES will build upon the model operating in East Nashville since 2005 and will provide students access to a rigorous, college-prep curriculum that culminates with access to the KIPP Through College program, which includes partnerships with dozens of universities around the country and has supported local KIPP students who are now enrolled in schools like University of Tennessee - Knoxville, Middle Tennessee State University, Fisk, Rhodes, Princeton, Spelman, Howard, Tennessee State University, Morehouse, and Duke.

We have not yet selected a site for KSNCP-ES and desire to work with MNPS leaders to identify specific communities that are most over-crowded and most in need of additional seats to locate the school. To identify target communities for KSNCP-ES, we intend to work closely with the MNPS student assignment team. An approval by the MNPS school board would help signal to MNPS and KIPP Nashville officials that MNPS leaders are cleared to provide input on the location of KSNCP-ES. Once provided this input, KIPP Nashville will select a site to build this school, and at that point, we intend to change the school's name to something that reflects and identifies the school with its community.

Though we have not yet targeted the specific neighborhood, we anticipate locating the school somewhere in the Antioch or Cane Ridge communities. We have identified multiple properties in the community, including properties in close proximity to the existing KIPP Antioch schools. We expect the student demographics will closely resemble the demographics of our existing Southeast Nashville schools. These schools have demographics that very closely reflect the demographics of the district, with large African American, Latino and White immigrant populations. We expect this school will have special education and English Language Learner (ELL) populations that closely reflect those of non-magnet district schools in this community.

Southeast Nashville schools face several significant challenges. Chief among those challenges is the increasing population in Southeast Nashville that is projected to press against and beyond the capacity of elementary schools in the community. According to an MNPS School Enrollment and Capacity Report from September 2019, the elementary schools across the Antioch and Cane Ridge clusters were occupied at 94% capacity¹. This report projects that by the 2028-29 school year, those same schools will be oversubscribed and enrolled at 98% capacity². A driving force in our submission of the KSNCP-ES

¹ The combined elementary school enrollment in the Cane Ridge and Antioch clusters was 7,669 students with 8,202 seats.

² The projected combined elementary school enrollment in the Antioch and Cane Ridge clusters for the 2028-29 school year is 8,024 with 8,202 available seats.

application is to ensure MNPS has the needed school seats to accommodate the growing student population in this area. In May 2022, we received an updated MNPS School Enrollment and Utilization report that shows lower projected utilization than the September 2019 report. We also understand that MNPS is in the process of updating its projections and that MNPS has received funding for designing additional elementary schools and that construction of a new middle school is on hold pending funding. While we are glad that MNPS anticipates that overcrowding in Southeast Nashville is and will be less critical, we continue to believe that locating the school in the Antioch or Cane Ridge communities will benefit both the students in that area and MNPS. As discussed in this application, utilization of the existing KIPP Antioch elementary and middle schools is 100%, and there is a substantial wait list for each school. Further, given KIPP Nashville's established track record of raising academic achievement, providing a KIPP option to students in Southeast Nashville will benefit the district.

A second challenge faced by schools in this community is an increased ELL population compared with the rest of the district. KSNCP-ES will address this challenge through our staffing model and our use of a data-driven approach to instruction.

Beyond these challenges, the Southeast Nashville community has tremendous strengths that align well with KIPP Nashville's mission and values. As evidenced by the strong demand for seats at existing KIPP Antioch schools, many parents in the community are attracted to our college-prep curriculum and focus. Further, the strong entrepreneurial spirit in this community will support the growth of this school, which will be designed to add capacity while adding a unique program into the school options for parents.

Given the strengths and opportunities in the Southeast Nashville community, KIPP Nashville is well-suited to launch and grow KSNCP-ES. The KIPP Nashville team has evolved over the last eighteen years to develop both the leadership and operational capacity to launch KSNCP-ES. In recent years, the KIPP Nashville team has expanded to add the management and program-building capacity needed to support KSNCP-ES by adding leadership to our academics, data and human resources teams. We have also created a Principal In Residence program to train the next generation of KIPP Nashville Principals. KIPP Nashville has also continued to strengthen our Board of Directors recently adding leaders who can help guide the organization as we grow to meet the increasing demands for high-quality public school seats in Nashville.

SECTION 1: Academic Plan Design and Capacity

1.2 Enrollment Summary

In this section:

- (a) Describe the community from which the proposed school intends to draw students, including the demographic profile and the school zones of the schools currently in operation within the proposed community.
- (b) Provide a rationale for selecting the community where the proposed school will locate.
- (c) Discuss the academic performance and enrollment trends of existing schools in that community.
- (d) Describe the specific population of students the proposed school intends to serve.
- (e) Describe what the proposed school would do more effectively than the schools that are now serving the targeted population. What different educational options will the proposed school offer?
- (f) If you are the sponsor of an existing school, describe
 - any enrollment practices, processes, and policies of the proposed school that will differ from your existing school(s); and
 - how the community for the proposed school is similar and/or different from the community that you currently serve.
- (g) Complete the enrollment summary and anticipated demographics charts below.

Characteristics of a strong response:

- A clear description of the community where the school intends to draw students including school zones and academic performance of surrounding schools.
- Rationale for selecting the community where school will locate and description of how the school will serve as a needed alternative.
- Completed enrollment summary and anticipated demographics charts with reasonable enrollment projections.

KIPP Nashville will partner with MNPS to identify a community in Southeast Nashville where KIPP Nashville can have its deepest impact. KSNCP-ES, like all KIPP Nashville schools, will seek to offer a high-quality educational opportunity for all students regardless of where they are academically when they join KIPP. All seven KIPP Nashville schools are largely comprised of low-income students of color who are under-represented in four-year universities. Additionally, KIPP Nashville schools educate populations of English Learners and students who qualify for special education at percentages the same as or greater than that of the district average. KSNCP-ES will be designed to meet the needs of these diverse learners and, through its mission and vision, will seek to close the large achievement gaps that exist in these populations across Nashville and the nation.

Of the 2,331 students currently enrolled in KIPP Nashville's three elementary schools, three middle schools, and one high school, 80% are economically disadvantaged and 89% identify as African American and/or Hispanic/Latino. Southeast Nashville is one of the fastest growing areas in Nashville and much of that growth is driven by families with children. Many of the existing elementary schools in the area have building utilization rates approaching or exceeding 100%. KIPP Nashville can be a partner for MNPS in educating students as well as alleviating overcrowding in Southeast Nashville schools. The addition of KSNCP-ES will help ensure MNPS has the needed school seats to accommodate the growing student population in this area. In May 2022, we received an updated MNPS School Enrollment and Utilization report that shows lower projected utilization than the September 2019 report. We also understand that MNPS is in the process of updating its projections and that MNPS has received funding for designing additional elementary schools and that construction of a new middle school is on hold pending funding. While we are glad that MNPS anticipates that overcrowding in Southeast Nashville is

and will be less critical, we continue to believe that locating the school in the Antioch or Cane Ridge communities will benefit both the students in that area and MNPS. As discussed in this application, utilization of the existing KIPP Antioch elementary and middle schools is 100%, and there is a substantial wait list for each school. Further, given KIPP Nashville’s established track record of raising academic achievement, providing a KIPP option to students in Southeast Nashville will benefit the district.

In February, 2020 the two existing KIPP Nashville schools in Southeast Nashville, KIPP Antioch College Prep Elementary School and Middle School, had received over 900 student applications for a mere 250 open seats for the 2020-21 school year. The majority of these families live in Antioch, in either what MNPS calls the Antioch or Cane Ridge clusters. These communities are adjacent, overlap in many ways, and even share a zip code. In fact, Antioch Middle School is located in the Cane Ridge cluster while Metro’s Cane Ridge Park and Parkway are both in Antioch. Because parent demand for KIPP Nashville seats in this community is nearly four times the number of existing open KIPP Nashville seats in Antioch, we feel confident that KIPP Nashville can open both a second elementary and middle school in the community. The final location of KSNCP-ES will depend largely on real estate opportunity and, we hope, input from MNPS leadership.

Enrollment Trends of Existing Schools from 2022 Report ⁴

Elementary School	Cluster	Capacity	2022-23 Projected Enrollment	2022-23 Utilization	5 yr Projected Utilization
J E Moss ES	Antioch	755	655	86.8%	92.8%
Mt. View ES	Antioch	735	700	95.2%	122.6%
Thomas A. Edison ES	Antioch	656	554	84.5%	104.0%
Una Elementary ES	Antioch	773	667	86.3%	89.7%
A.Z. Kelley ES	Cane Ridge	833	723	86.8%	104.4%
Cole ES	Cane Ridge	781	759	97.2%	100.6%

⁴ “We have been provided with an updated MNPS School Enrollment and Utilization report, dated May 9, 2022, that forecasts reduced utilization compared to the 2019 report. The updated report, and notes regarding that report, are attached as Attachment W.”

Enrollment Trends of Existing Schools from 2019 Report ³

Elementary School	Cluster	Capacity	2019-20 Day-20 Enrollment	2019-20 Day-20 Utilization	2028-29 Projected Enrollment	2028-29 Projected Utilization
J E Moss ES	Antioch	755	779	103%	821	109%
Mt. View ES	Antioch	735	701	95%	741	101%
Thomas A. Edison ES	Antioch	656	798	122%	885	135%
Una Elementary ES	Antioch	773	715	92%	764	99%
A.Z. Kelley ES	Cane Ridge	833	864	104%	932	112%

³ “MNPS School Enrollment and Capacity” report. Metro Nashville Public Schools. 09 September 2019.

⁴ “MNPS School Enrollment and Utilization” report. Metro Nashville Public Schools. 16 May 2022.

Cole ES	Cane Ridge	779	771	99%	706	91%
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KIPP Nashville believes there is an opportunity to provide students in Southeast Nashville access to a rigorous, college-prep curriculum that culminates with access to the KIPP Through College program, which includes partnerships with dozens of universities around the country and which has supported local KIPP students who are now enrolled in schools like University of Tennessee - Knoxville, Middle Tennessee State University, Fisk, Rhodes, Princeton, Spelman, Howard, Tennessee State University, Morehouse, Howard, and Duke. In recent years, elementary schools in Southeast Nashville have performed academically below the district and state averages. KSNCP-ES will offer parents in this growing community a college-prep elementary school option, designed to support their children in their journey to and through college or a career path of choice.

Academic Performance* of Existing Schools

Elementary School	Cluster	English Language Arts	Mathematics
Cane Ridge ES	Cane Ridge	30.5%	31.8%
Thomas A. Edison ES	Antioch	25.6%	20%
A.Z. Kelley ES	Cane Ridge	33%	28.2%
Eagle View ES	Cane Ridge	27.3%	12.2%
Cole ES	Cane Ridge	27.1%	20.7%

**Data reflects the percentage of students on grade level in 19-20*

A third-party study of KIPP schools by the Mathematica Policy Research firm found vast evidence of the impact and effectiveness of the KIPP model. Researchers concluded:

- KIPP elementary schools have positive and statistically significant impacts on student achievement across all years and all subject areas examined, and the magnitude of KIPP’s achievement impacts are statistically substantial.
- KIPP middle schools have positive, statistically significant, and educationally meaningful impacts on student achievement in math, reading, science, and social studies.
- For students continuing to KIPP high schools from KIPP middle schools, KIPP high schools have positive impacts on a variety of college preparation activities and the likelihood of applying to college.
- KIPP does not attract more able students (as compared to neighboring public schools) and KIPP’s achievement gains are similar for the matched comparison design and the experimental lottery analysis—demonstrating that parental motivation cannot explain KIPP students’ achievement gains.
- Average KIPP impacts on a nationally normed test that includes items assessing higher-order thinking skills were similar to impacts on high-stakes state tests, proving that the academic growth students demonstrate is more expansive than that afforded by “teaching to the test”.
- Academic gains at many KIPP schools are large enough to substantially reduce race and income-based achievement gaps.

Nearly seventeen years of KIPP Nashville experience reinforce this data. As demonstrated in the data compiled in Attachment Q, KIPP Nashville students make enormous growth during the years they attend a KIPP Nashville school and ultimately outperform the district and state across all content areas. See Attachment Q for a snapshot of the KIPP Nashville portfolio’s achievement. The foundational elements of the KSNCP-ES model and all KIPP Nashville schools—standards-aligned curriculum, recruitment and support of highly-skilled educators, values-based character education, data-driven decision-making, and embedded intervention—are research and practice-proven strategies for the target population and allow the flexibility needed to differentiation for diverse learners.

KSNCP-ES will utilize the same practices outlined across other KIPP Nashville schools which have resulted in full enrollment of the target populations at all KIPP Nashville schools in operation.

Enrollment Summary (Number of Students)

Grade Level	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
K	120	120	120	120	120
1	0	120	120	120	120
2	0	0	120	120	120
3	0	0	0	120	120
4	0	0	0	0	120
Totals	120	240	360	480	600

Consistent with KIPP Nashville’s Letter of Intent, the enrollment summary above is based on four homerooms of 30 students each per grade. The narratives, staffing model, and financials included in this charter application reflect a more conservative approach of three homerooms per grade. In anticipation of a similar demand for enrollment and school performance as we have seen at the existing KIPP Antioch College Prep Elementary and Middle Schools, KIPP Nashville is seeking approval now of a charter for KSNCP-ES with a maximum enrollment of 600 students to allow for an expansion to four homerooms per grade.

Anticipated Demographics*

Anticipated Demographics	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Language Learners
Gender: <ul style="list-style-type: none"> ● 54% Female ● 46% Male Race: <ul style="list-style-type: none"> ● 39% Black or African American ● 27% Hispanic or Latino ● 19% Other ● 9% White ● 6% Asian 	48%	10%	24%

* Based on the 2019-20 kindergarten, 1st, and 5th grade classes at KIPP Antioch College Prep

1.3 Academic Focus and Plan

In this section:

- (a) Describe the academic focus of the proposed school.
- (b) Outline the academic plan of the proposed school. Include specific academic benchmarks.
- (c) Describe the most important characteristics of the academic plan, including any specific educational philosophy, instructional methods, or innovations.
- (d) Describe current research supporting the academic plan and how the plan will drive academic improvement for all students and help close achievement gaps.
- (e) Describe the curriculum and basic learning environment (e.g., classroom-based, independent study), including class size and structure for all divisions (elementary, middle, high school) to be served, and explain any differences among the divisions.
- (f) Explain why the instructional methods and proposed curriculum are well-suited for the targeted student population. How does the curriculum honor and/or reflect the diverse identities of your students?
- (g) Explain how the academic plan aligns with Tennessee's academic standards.
- (h) If your academic plan includes blended learning, describe (x) which blended learning model the proposed school will use (i.e., online content in various lessons only, a single course, or an entire curriculum), (y) the role of teachers within the blended learning environment, and (z) how this approach will drive academic gains and close the achievement gap with the targeted population of students, using the latest data analyses and research.
- (i) For sponsors of existing schools only: describe any key academic plan features for the proposed school that will differ from the existing school's original application, the rationale for implementing these different features and any new resources they would require. If no key academic plan features will differ, please respond with N/A to this section.

Characteristics of a strong response:

- A clear and comprehensive explanation of the school's academic focus that is aligned with the school's mission and vision.
- A framework for a rigorous research based academic plan that reflects the needs of the targeted student population and is aligned with the school's stated mission and vision.
- A robust and quality curriculum overview, supported by research, with a plan for implementation that includes all grades the school will eventually include.
- Evidence the curriculum design is aligned with the Tennessee State Standards.
- Evidence the proposed academic plan will be appropriate and effective for growing all students while at the same time closing achievement gaps.
- A description of effective methods for providing differentiated instruction to meet the needs of all students, including a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines.
- If including blended learning, a clear explanation of the model the school will use and the role of teachers within the blended learning environment.

KSNCP-ES will offer an academic and social/emotional program that prepares students for a rigorous middle school. KIPP Nashville is founded on the belief that preparing students to access and succeed in college is the best way each student can maximize his or her academic, professional and personal potential, whichever path they choose. To support students on the pathway to college and career preparation, an elementary program must lay the foundation with excellent literacy and numeracy instruction. Therefore, KSNCP-ES will deliver an educational program that will allow its students to develop academic and character skills and traits needed to be prepared for college and career and to lead a life full of opportunity and choice.

The philosophy of KSNCP-ES is informed by research, the experience of and learning from KIPP schools and other high-performing schools around the country that consistently prove that all students can achieve at the highest levels if the schools provide the right systems, supports and structures to maximize learning. The overview of each content area will provide more context about the philosophy behind the academic and social/emotional learning decisions.

Instructional Design

KIPP Nashville currently operates three elementary schools; the oldest is in its sixth year of operation. This new elementary school will most similarly mirror the population of KIPP Antioch College Prep Elementary School, and therefore, their programs will be very similar.

KSNCP-ES will open with grades K-1 with three homerooms of 30 students per homeroom. K-1 classrooms will be staffed with two teachers. At least one Kindergarten classroom and one 1st grade classroom will be staffed as a co-taught inclusion classroom with one general education teacher and one special education teacher. This model allows the seamless integration of special education services for these students. Additional special education services will be provided in small group and individual instruction. The school will also open with two dedicated EL instructors, who are able to provide instruction to English Language Learners. At least one other teacher per grade will also be EL certified in order to provide appropriate interventions.

Second through fourth grades will have a dedicated special educator per grade, who provides both push-in and pull-out services to students. Additional interventionists will also be added to support EL, Tier 2, and 3 interventions as the school grows.

Third and fourth grades will be departmentalized. By departmentalizing, teachers will specialize in the teaching of a particular content area or two. Teacher content knowledge in a subject area has been proven to be highly correlated with strong student outcomes, especially in mathematics.⁴ This structure allows teachers to develop their content knowledge in one or two subject areas so that they can more effectively drive results.

Math

The K-2 KSNCP-ES math block is broken up into 3 components: the core math block, calendar math and automaticity, and Cognitively Guided Instruction (CGI). The core math block teaches all of the grade level math standards as defined by the state of Tennessee. Calendar math is a block in K-2 that directly teaches knowledge, such as the days of the week, months of the year, patterns, and number sense. There is also dedicated time to practice fact automaticity in all grades so that all students can achieve fluency benchmarks by the end of the year. Research shows that it is essential to have mathematical fluency in order to achieve college ready benchmarks, which is why the school day has specific time to teach a set of math procedures by grade to automaticity.⁵ Finally, in grades K-2, students participate in a CGI problem solving lesson.

During a CGI lesson, students are presented with a word problem. They are given time to reason about the problem and then solve the problem using flexible strategies. Students present their strategies to their classmates, and students add new strategies to their repertoire. This block of time relies heavily on student discourse and a strong understanding of the mathematical strategies students could use. The CGI approach was developed at the University of Wisconsin in the late 1980s, and has since been adopted by many schools across the country. The CGI approach drives student problem solving skills, but it also increases teacher knowledge about how children think about math so that teachers can respond effectively to both student understandings and misunderstandings.⁶

⁴ Heather C. Hill, Brian Rowan, and Deborah Loewenberg Ball, "Effects of Teachers' Mathematical Knowledge for Teaching on Student Achievement," *American Educational Research Journal* 42, no. 2 (2005): pp. 371-406. http://www.sii.soe.umich.edu/documents/Hill_Rowan_Ball_030105.pdf

⁵ David C. Geary, *Childrens Mathematical Development: Research and Practical Applications* (Washington, DC: American Psychological Assoc., 1996)

⁶ Thomas P. Carpenter, Elizabeth Fennema, and Megan L. Franke, "Cognitively Guided Instruction: A Knowledge Base for Reform in Primary Mathematics Instruction," *The Elementary School Journal* 97, no. 1 (1996): pp. 3-20,

CGI phases out of the schedule in 3rd grade. The core math block includes problem solving tasks at the heart of each lesson. With solid K-2 CGI instruction, students have the problem solving skills and number flexibility to solve problems and apply the math they have learned to novel contexts.

Daily Minutes of Math Instruction by Component

Component	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Calendar Math and/or Automaticity	15 minutes	15 minutes	15 minutes	10 minutes	10 minutes
Core Math Block	40 minutes	40 minutes	40 minutes	90 minutes	90 minutes
Cognitively Guided Instruction (CGI)	30 minutes	30 minutes	30 minutes	N/A	N/A

KIPP Nashville uses Eureka Math as the basis of its core math block in grades K-1. This instructional program is fully aligned to the TN math standards and is included on state approved textbook lists.⁷ In 2nd through 4th grade, KIPP Nashville uses the Achievement First curriculum to ensure vertical alignment to the middle school math program. Achievement First worked from the Eureka curriculum to create its math program. The revisions made the Eureka curriculum more user friendly and created more opportunities for cumulative review. The 90-minute math block includes 30 minutes of intervention time, which is described in the Response to Intervention (RTI) section below.

KIPP Nashville has created a problem scope and sequence for CGI in grades K-2. This document is carefully sequenced to cover the various problem types at each grade level and to increase in difficulty over time. For examples of these problem types, please see the Tennessee Math Standards.⁸ This scope and sequence was based on the work of other KIPP colleagues from Massachusetts and New York City.

The Calendar Math routine does not have a set curriculum, but a set agenda that changes throughout the year based on when new skills are introduced. The automaticity curriculum was developed from KIPP New York City’s program. It includes daily practice and feedback, and weekly and quarterly assessments to progress monitor growth over time.

Literacy

KIPP Nashville strongly believes in the science of reading. Students need direct instruction through a carefully sequenced phonics program in order to gain the decoding and encoding skills they need to read text accurately.⁹ They also need strong background knowledge and vocabulary so that when they are able to decode text they can attach meaning to it.¹⁰ These two core beliefs have informed the programmatic decisions in this application.

Phonics and Fluency

KSNCP-ES will adopt Reading Mastery as its K-2 phonics curriculum. This carefully sequenced program helps students practice sounds in isolation and read controlled decodable text using the sounds students have learned. Reading Mastery instruction is provided to students in groups of 6 to 15 students, allowing

⁷ <https://www.tn.gov/education/textbook-services/textbook-reviews/textbook-reviews-section-i.html>. Accessed January 16, 2020

⁸ Tennessee State Math Standards, April 5, 2018, p. 20
https://www.tn.gov/content/dam/tn/education/standards/math/stds_math.pdf

⁹ National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Reports of the subgroups*. Washington, DC: National Institute of Child Health and Human Development. p.108-114.
<https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf>

¹⁰ . D. R. Recht, & Leslie, L. “Effect of prior knowledge on good and poor readers' memory of text.” *Journal of Educational Psychology*, (1988) 80(1), p. 16.

teachers to differentiate instruction based on student needs. The program will be supplemented with Foundations encoding exercises to ensure effective spelling instruction. Lessons are approximately 50 minutes per day.

Comprehension

In addition to phonics and fluency, students receive whole group reading instruction during the shared reading block. In the shared reading block, the teacher reads aloud, students partner read, or students read independently. All texts are either on grade level or above grade level texts. Students then discuss these texts through a series of text dependent, standards aligned questions. Currently, KIPP Nashville uses the KIPP Wheatley curriculum in grades K-4. This curriculum is closely aligned to Wit and Wisdom and engages students in beautiful, content rich texts that not only teach Tennessee's Literature and Informational text standards, but also deepen student background knowledge and build student vocabulary. Shared reading lessons are 30 minutes in kindergarten, 40 minutes in 1st-2nd, and 60 minutes in grades 3rd-4th.

Students also engage in small group reading instruction at least twice a week in grades K-2. Students are grouped with readers of a similar ability. They read texts on their instructional level and get individual coaching from a teacher. Students then engage in text-based conversations to ensure comprehension of the text. The objectives of these small group reading lessons are informed by the data in from the DIBELS assessment, progress monitoring, and the assessments in KIPP Wheatley. Students in grades 3 and 4, who need small group reading support are provided small group reading as an intervention. A small group reading lesson is 30 minutes in length. When a student is not with a teacher in a small group reading lesson, they are reading independently or engaged in a computer based literacy program, such as Lexia or Imagine Learning, to supplement the core content and to allow the teacher to pull a small group. The entire block is a 60-minute literacy block with targeted, individualized instruction.

Given there is not a 90-minute literacy block in grades 3-4, there is a separate 40 minutes of Independent reading and RTI in the schedule to support the volume of reading students need to do to make the necessary growth. The goal is that all students will read at least 500,000 words a year with 25% of students achieving the million word mark. Schools monitor independent reading progress towards these goals through Accelerated Reader. Schools maintain robust classroom libraries so that students are reading high interest literature. This 45-minute block is also the block of the day where Tier 2 and 3 interventions are delivered.

Writing

Students receive direct instruction on the writing and language standards during the writing block. Our writing curriculum is KIPP Wheatley, which is published by Great Minds and highly aligned to Wit and Wisdom. In the writing block, students learn to write narrative, explanatory, and opinion pieces. These writing units are connected to the shared reading units, so that students are writing about what they are learning. Each unit has a combination of on-demand and process based writing tasks that go through the entire writing process of brainstorming, drafting, revising, drafting, editing, and publishing. Students learn this process beginning in kindergarten.

Students receive explicit handwriting instruction in grades K-2 for 40 minutes a week during the writing block. KIPP Nashville is currently reviewing programs, including Handwriting without Tears and Zaner Bloser Handwriting.

The writing block is 30 minutes per week in K-1 and 45 minutes per week in grades 2-4.

Science

KIPP Nashville teaches science in all grades, kindergarten through fourth. In K-2, the curriculum is Mystery Science, with adjustments made to align to the TN state standards. Science is taught for half of the year in K-2, during the second and fourth quarters, for 30 minutes a day. In third and fourth grade, KIPP Nashville uses the Amplify Science curriculum with revisions to ensure full alignment to the Tennessee State Standards. Third and 4th grade students receive 45 minutes of science instruction daily. The Amplify Science curriculum is a phenomena based, literacy-rich curriculum. Students investigate a phenomenon to determine the underlying scientific principles and ideas that produce it. The curriculum

requires a one to one student to Chromebook ratio, as it leverages online simulations and investigations, so students are gaining valuable technology skills through this thoughtful integration.

Social Studies

Social studies is also taught K-4 at KIPP Nashville. Kindergarten through second grade students receive 30 minutes of social studies a day in the first and third quarters. Third and 4th grade students receive 45 minutes of direct social studies instruction daily. In grades kindergarten through third, the social studies curriculum is Studies Weekly, which is aligned to Tennessee state standards. In fourth grade, the adopted curriculum is Social Studies Alive by TCI, with supplements to address TN state standards and TN state history. The curriculum shifts in fourth grade with the *America's Past* sequence of study to better align with the 5-8 middle school curriculum.

Related Arts and Movement

Related arts and movement are essential blocks for elementary students. They are when students explore non-academic interests, develop fine and gross motor skills, and work effectively with peers. KSNCP-ES will offer the following enrichment classes to students:

- PE
- Art
- Music

Each related arts and movement class is 50-60 minutes. When the school is fully grown, teachers on the same grade level will send students to specials during the same block to create co-planning time during the school week.

Morning Meeting

Morning Meeting is a crucial part of an elementary student's day. It lays the foundation for creating a trusting environment. During the morning meeting, the teacher leads the day with an opening messaging previewing what students will learn that day. The teacher will also lead the class in a brief social emotional learning lesson two to three times per week. These lessons are created from the Second Step curriculum. They address age appropriate topics like how to make friends, how to name a feeling, how to calm down, or how to play together. The school counselor and Dean of Students work together to plan these lessons and provide guidance to teachers.

Recess

All students have 25 minutes of recess daily. The school provides a playground and equipment such as soccer balls, basketballs, jump ropes, and hula hoops. Students will choose activities of their interest. This time is purposefully less structured than other parts of the school day, so that students practice decision making and working together with peers. It is an ideal time to apply the social emotional learning skills students have been learning in class. On days that the weather does not allow for outside play, students have indoor recess. Students play age appropriate board games, blocks and imaginative play during indoor recess.

Response to Intervention

KIPP Nashville uses MAP data as a school-wide universal screener in ELA and Math. From there, students are given Pearson's AIMSweb benchmarks to drill down to the specific areas in which they have skill gaps. Students are then placed in intervention groups based on their skill gap to target specific areas of instruction and administered progress monitoring probes from AIMSweb based on that specific skill.

Grades K-2

As described above, KSNCP-ES has a 60-minute rotational literacy block, in addition to the phonics and shared reading blocks. This block allows for flexibility to ensure students are receiving the correct set of literacy interventions based on their needs. The 60-minute block includes 30 minutes of differentiated small group reading and either 30 minutes of independent reading or 30 minutes of Lexia Core 5

computer based work. For students receiving Tier 2 interventions, the independent reading time is replaced with an appropriate intervention program related to the skills gaps demonstrated by a student. Similarly, for students receiving Tier 3 interventions, there are 60 minutes available for Tier 3 interventions.

In mathematics, students needing Tier 2 or 3 math interventions receive this instruction during the CGI block. The interventionist uses AIMSweb data to prioritize skills for this intervention block.

Grades 3-4

In third and fourth grades, the schedule no longer includes the 60-minute rotational literacy block. Students are provided Tier 2 and 3 interventions during the 45-minute independent reading block.

In mathematics, the 90-minute math block includes 30 minutes for intervention. Students progressing on the Tier 1 curriculum work independently on IXL or Zearn, which are computer based math programs. These programs allow students opportunities for cumulative review and to go beyond grade level content if appropriate. Students receiving Tier 2 or 3 math intervention are pulled during this time for small group instruction. A typical Tier 2 group consists of 4-6 students and a Tier 3 group consists of 3-5 students.

Response to Intervention Programs

English Language Arts Intervention Programs

KIPP Nashville uses the following programs to support students needing ELA interventions to address student skill gaps:

- **Phonics and Fluency:** If a student has demonstrated gaps in phonics skills in K-2, KIPP Nashville leverages Wilson's Foundations Program. In fourth grade, the school will also leverage Wilson Just Words, a phonics program designed for students with decoding gaps in grades 4-12.
- **Fluency and Comprehension:** As students close decoding gaps and need more support with reading and comprehending longer text fluently, KIPP Nashville uses both Great Leaps and Fountas and Pinnell's Leveled Literacy Intervention (LLI). LLI has been shown to be a proven intervention program by the Department of Education's What Works Clearinghouse related to fluency and comprehension.¹¹

Math

KIPP Nashville interventionists use MAP and AIMSweb data to determine the appropriate math skills to target for intervention. The interventionists work closely with the grade level math teacher to determine how these skills align with foundational prerequisites that would give students access to grade level content. KIPP Nashville has used Bridges Math Intervention and resources from the National Center on Intensive Intervention, and will likely continue using these resources at KSNCP-ES. The instructional approach in intervention is direct instruction. Students receive explicit modeling and independent practice with frequent, specific feedback during the intervention block. The instruction relies heavily on using manipulatives and visuals in order to help students develop the foundation for abstract mathematical concepts.

Teacher Training

All teachers teaching a Tier 2 or 3 intervention group receive training in the various intervention programs and approaches employed in both ELA and math. KIPP Nashville regionally trains anyone delivering Wilson Just Words and LLI. Schools provide training for interventionists on Foundations and math interventions.

¹¹ "WWC Intervention Reports: Leveled Literacy Intervention, K-2," September 2017, https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_levelledliteracy_091917.pdf.

Progress Monitoring

The school will collect progress monitoring data every 2 weeks on their specific, targeted skill gap using the AIMSweb platform. This process allows the RTI² team to track student performance and make data-based decisions when the RTI² team meets every 4.5 weeks. Here the team discusses, but is not limited to, how students are progressing in the intervention, if the student needs to continue in the intervention or needs different instruction, or if enough data points are collected the team might discuss a student moving up or down Tiers or a possible referral for evaluation.

Students take the AIMSweb benchmark and MAP assessment two more times during the school year, in December/January and May. KIPP Nashville uses these assessments to determine the overall impact of intervention programming on student learning.

Fidelity Monitoring

At KIPP Nashville, every teacher has a manager-coach. This manager-coach ensures that teachers are implementing all tiers of instruction with fidelity. To ensure faithful implementation of the Tier 1 curriculum, Assistant Principals observe and give in person feedback to teachers they coach at least three times per month. They also lead and/or attend content team meetings, during which teams study lessons and review data to adjust lesson plans. These observation-feedback structures and content team meetings ensure faithful implementation and effective differentiation of the core Tier 1 program. The Dean of Student Support Services is responsible for monitoring the quality of Tier 2 and 3 interventions. The Dean observes intervention blocks every other week and has one on one check-ins with interventionists and special educators once per week. During these check-ins the Dean and interventionists/teachers review upcoming lessons and student data in order to make adjustments to Tier 2 and 3 interventions. The Dean of Student Support Services is responsible for documenting fidelity monitoring.

ESL Delivery Model

Given the demographics of Southeast Nashville, KSNCP-ES is expecting that 20-40% of its population will be English Learners. This new elementary school will run a similar service model as our current KIPP Antioch College Prep Elementary School (KACPE). KACPE serves students in K-3 this year. KIPP Nashville does not have final data from this school year given COVID-19 closures. KACPE does have promising data from the 2018-2019 that supports the effectiveness of the English as a Second Language (ESL) delivery model used at KACPE and that will be used in the new elementary school.

During the 2018-19 school year, KACPE served 28 active students receiving EL services in a kindergarten of 145 students. Eight of these students were able to exit EL services at the end of the year based on their WIDA results, or 28% of students. For all 28 students, the literacy average was 2.8 and composite average was 3.4. The number exited compares favorably with the exit percentages from 2018 at Una and Cane Ridge Elementary Schools, which have exit rates of 16.8% and 12.6% respectively. The literacy average score at Una and Cane Ridge were 3.1 and 2.9 respectively, and the average composite scores were 3.4 and 3.1 respectively, suggesting all three schools are serving a similar population of English Learners.

Additionally, all KACPE students took the NWEA MAP assessment at the beginning and end of the 2018-19 school year. The table below shows the quintile growth in reading and math over the course last year for services receiving EL services:

Math:

Semester	Bottom Quintile	Fourth Quintile	Third Quintile	Second Quintile	Top Quintile
Fall	52%	33%	4%	7%	4%
Spring	11%	19%	15%	26%	30%

Reading:

Semester	Bottom Quintile	Fourth Quintile	Third Quintile	Second Quintile	Top Quintile
Fall	19%	52%	22%	4%	4%
Spring	0%	33%	19%	19%	30%

Based on this initial data, KIPP Nashville will replicate the EL programming at KACPE when it opens its next elementary school in Southeast Nashville.

K-1 Delivery Model

In Kindergarten and first grade, all students receiving EL services have more than 60 minutes of English Language instruction each day. First, all K-1 classrooms are staffed with two teachers. Students receiving EL services are placed in classrooms with one general education teacher and one EL certified teacher. This structure ensures language instruction is embedded into every block of the day. The ESL-certified teacher engages with the general education teacher in a variety of ways. They pull small groups within the classroom to provide explicit language instruction or scaffolds, co-teach lessons with the general education teacher, and actively monitor performance of students receiving EL services in the moment to support these students in accessing the content.

As described earlier, K-1 has a daily 60 minute small group reading block. During this small group reading block, an ESL-certified teacher leads the 30 minute small group reading lesson for English Language Learners. Language instruction is explicitly taught in these lessons. A group size ranges from 4-8 students. During this period when a student is not with a teacher, they are engaged on a computer based literacy program. KIPP Nashville has used both Imagine Learning and Lexia Core 5, both of which are WIDA approved programs.

This intense amount of support for students receiving EL services is purposeful so that students have a strong probability of meeting WIDA standards by the end of 1st grade.

Second through Fourth Grade Delivery Model

In second through fourth grades, the ESL delivery model shifts alongside staffing shifts. In these grades, there are no longer two full-time teachers in each classroom, but rather one teacher per classroom. This structure allows for departmentalization, so that teachers can begin to specialize in a core content area or two.

Each grade is staffed with at least one ESL-certified teacher, who serves a ratio of 1:35 students, which includes active, T1, and T2 students. This staffing assumes 30% of students on the grade will need ESL services. If the school is above that ratio, the school would staff the grade with an additional ESL-certified teacher. This additional interventionist might cross grade levels as needed to provide required push-in and pull-out supports.

All active second through fourth grade students receiving EL services will receive 60 minutes of push-in EL instruction during the core literacy block. Additionally, they may receive 30 minutes of pull out instruction by an ESL-certified teacher daily. In second grade, this pull-out will occur during the small group reading rotation. In third and fourth grades, students will receive services during the RTI block, though these services may not occur during the time a student is rostered for Tier 2 or Tier 3 intervention. The EL certified teacher may use intervention programs like LLI and Foundations to support students during small group instruction.

Response to Intervention and Students Receiving EL Services

All English Learners are also screened through the universal screener (NWEA MAP) to determine if they would qualify for Tier 2 or 3 interventions. According to state guidance, if “an EL falls below the 25th percentile on the universal screener and he/she has not acquired sufficient English language to access

academic interventions, the student should continue to receive ESL services.”¹² If the student does have sufficient English Language skills the student will receive academic interventions in addition to ESL services. An ESL certified teacher will be part of the team making decisions about whether an English Learner should receive both ESL services and academic skill based interventions. The team may adjust the ratio of push-in and pull-out in order to ensure students are receiving the appropriate interventions.

All KSNCP-ES teachers will receive training during summer Professional Development (PD) on how ESL services are delivered and the WIDA standards and Can Do Descriptors. Additionally, they will receive training in strategies to teach their content in a manner inclusive of all students. Some of the strategies that are covered include:

- Using multimodal techniques: objects, pictures, labeled diagrams, modeling what kids need to do, using gestures, body language, and movement.
- Building or activating background knowledge about a topic
- Creating opportunities for student discussion and collaboration with language scaffolds like sentence starters and word banks
- Teaching content and academic vocabulary explicitly to provide access to new materials
- Using graphic organizers to break down complex tasks or organize key ideas
- Visual schedules

The Dean of Student Support Services, who manages the EL interventionists, provides this training for all teachers. Throughout the school year, this Dean, alongside the Principal and Assistant Principal conducts monthly instructional walkthroughs. During these walkthroughs the administrative team collects evidence as to what extent these strategies are being employed across classrooms and then makes recommendations on how to improve deployment of these strategies across classrooms. Recommended actions could include teacher professional development, individual coaching, or modeling of these strategies for teachers who are not employing them.

Over time, KSNCP-ES will also serve a growing population of students who have transitioned out of EL services. This group will be monitored closely to ensure they are making sufficient academic progress. They will be screened using the universal screener at the beginning of the year, and the RTI2 team will determine the appropriate intervention placement. If a student does not make adequate progress, an ESL-certified teacher will be included to determine if the student’s gaps are due to language or content knowledge gaps. The team will adapt interventions accordingly to support the student in closing academic gaps. If the student still does not make sufficient progress, the team can reclassify the student, and English proficiency must be the main reason for the academic gaps.

Students with Disabilities

KIPP Nashville strives to create inclusive school environments. The following are the core principles of an inclusive environment that KIPP Nashville uses to guide programming for students with disabilities:

- All leaders and teachers are responsible for the growth of all students.
- Students with disabilities are given the opportunity to achieve optimal academic success on grade level content
- Student differences are respected and valued by all
- Students with disabilities are given meaningful opportunities to receive their primary instruction in an inclusive setting

Grades K-1

The majority of students with disabilities receive the bulk of their services through an inclusion setting in kindergarten and first grade, with one special educator and one general education teacher. The chart below details the different ways our co-teaching teams teach in an inclusive setting.

¹² *English as a Second Language Manual*, TN Department of Education, November 9, 2018, https://www.tn.gov/content/dam/tn/education/cpm/ESL_Manual.pdf, p.16

Model	What It Is and Why It Works
Parallel Teaching	<p>Summary: The teachers split the class into two equal (ideally heterogeneous) groups and teach the same lesson to both groups.</p> <p>Why it Works: This reduces the group size and increases the ratio (time spent on student heavy lifting). With fewer students in the “class”, all students have double the opportunity to answer questions, justify thinking, etc. It also allows students who benefit from a small class size to be in a smaller group while still learning next to their higher achieving peers.</p> <p>Best Times to Use: Parallel teaching is best used during the prepare to read, engage with reading and wrap up portions of a Wheatley lesson. Parallel teaching works well during Socratic Seminar, Organic Close Read and Thinking Job lessons.</p> <p>Pitfalls to Avoid: It is important to have a quick and systematic way of transitioning students into 2 groups and to teach them about volume so that both groups are able to work effectively. The room needs to be adequately set up to ensure both teachers are able to run groups (ie: a secondary rug or group location, materials readily available, etc). Additionally, teachers need to coordinate pacing so they start and end at the same time.</p>
Team Teaching / Teaming	<p>Summary: The teachers BOTH deliver the same lesson at the same time.</p> <p>Why it Works: Team Teaching can affect student learning by maximizing the effectiveness of strong teacher moves, such as:</p> <ul style="list-style-type: none"> a) shortening the feedback loop between checking for understanding and responding to the data collected. For example, both teachers can collect more data and differentiate the response depending on student gaps. b) Team teaching can allow both teachers to deliver the content, while also modeling the process of learning it. For example, one teacher thinks aloud while the other teacher “pauses” the think aloud to check for understanding and engagement. <p>Best Times to Use: Team teaching is best used during the do now, vocabulary instruction, the prepare to read and wrap up portion of a Wheatley lesson. Team teaching works best for all lesson types.</p> <p>Pitfalls to Avoid: The role of each teacher needs to be clear during team teaching to ensure that pacing is not negatively impacted with frequent and unnecessary interruptions. Additionally it needs to be clear where students should direct their attention if two adults are talking, but in different sections of the room.</p>
Station Teaching	<p>Summary: The teachers work with students in small groups. The content is divided into three segments and each group begins with 1/3 of the material. Students rotate through stations and receive instruction from all groups over the course of the period. Two groups are teacher led and one group works independently.</p> <p>Why it Works: This model allows teachers to create small group activities that are responsive to student needs. It also allows teachers to break the material into small chunks, scaffold content differently for different learners and provide more at bats for students to access the material.</p> <p>Best Time to Use: Station Teaching is best used during the engage-with reading portion of a Wheatley lesson. It works best for Formal Close Read lessons and on responsive teaching days.</p>

	<p>Pitfalls to Avoid: Groups can be heterogeneously or homogeneously created. Students need to have clear expectations for how to rotate groups. Station teaching is not ideal when students need to complete instruction in a particular sequence.</p>
<p>Alternative Teaching</p>	<p>Summary: Using recent data, one teacher pulls a subset of students within the general class. Depending on the student needs, the teacher of the small group:</p> <ol style="list-style-type: none"> a) Teaches the same lesson as the big group in a different way (offering more scaffolding, more modeling, more time, varying the process, or extending the content). b) Re-teaches material that these scholars have not mastered. c) Pulls a group of students from a non-essential part of the lesson (i.e. Do Now) and pre-teaches the lesson that is about to occur or reviews a foundational skill that is required in the day's lesson. <p>Why it Works: This allows both teachers to differentiate for a small subset of students who could not receive this level of individualization if they stayed in the whole group.</p> <p>Best Times to Use: Alternative teaching works best during the prepare to read or engage with reading portion of the lesson. You may also consider doing this during the Do Now or using a modified exit slip to provide an alternative assessment. Alternative teaching is best used during Organic Close Read, Formal Close Read, Thinking Job lessons.</p> <p>Pitfalls to Avoid: We want to avoid alternative teaching for the entire class period. Doing so gives students limited access to the general education curriculum and students miss out on the benefit of hearing and participating in high level conversations with their peers.</p>
<p>One Teach, One Assist</p>	<p>Summary: One teacher teaches while the other teacher circulates to shorten the feedback loop during CFUs. Interjecting, circulating and making learning visible and visual are techniques often used in this model.</p> <p>Why it Works: This model works to maximize CFUs by increasing the rate of feedback. It can have minimal impact on student learning, but can be used as a transitional model for co-teachers to become comfortable with two teachers in the classroom.</p> <p>Best Times to Use: Anytime; usually at the beginning of a co-teacher relationship or for students who are transitioning to general education. One Teach, One Assist can be used for all Wheatley lesson types.</p> <p>Pitfalls to Avoid: It is important to define what assistance looks like in order to ensure that this model is helping students gain access to the curriculum. It should not be used as a fall back because of lack of planning and should only be used for a portion of a lesson.</p>

The general education teacher and special educator regularly look at student work, study lessons, and attend coaching sessions together. Kindergarten and first grade students also receive services in a small group and individualized instruction when that is the most appropriate way to achieve their Individualized Education Plan (IEP) goals.

Grades 2-4

In the 2nd through 4th grades, the special educators on the grade will be flexibly scheduled with a combination of push-in co-teaching and small group and individualized instruction. When pushing-in to provide services through a co-teaching model, the special educator meets with the general education teacher to plan lessons and their approach to co-teaching. They use the same co-teaching structures detailed in the K-1 chart.

The Continuum of Services

KSNCP-ES has flexibility within its exceptional education staffing model to adjust its service offerings for students with disabilities. Each year, the team reviews both projected and incoming IEP data in order to make staffing determinations and schedules. The team will continue to make data based decisions regarding student placement along the continuum of services for students with disabilities.

Dean of Student Support Services Responsibilities

The Dean of Student Support Services is responsible for ensuring that all IEPs are implemented with fidelity. These responsibilities include:

- Ensuring all IEPs are updated yearly and follow proper procedures
- Creating schedules for student service hours
- Coordinating with the Project Play Psychologists for initial and re-evaluations
- Creating schedules for Project Play related service providers
- Holding Project Play Therapy accountable for providing related service hours
- Review lessons plans and observing special education teachers to ensure that lessons are aligned to IEP goals
- Creating para-professional schedules
- Tracking and monitoring student achievement growth data to ensure students are in the least restrictive environment
- Ensuring that IEP accommodations and modifications are being implemented in all classes
- Leading professional development for all staff on the Universal Design for Learning

The Dean of Student Support Services will lead professional development to all teachers on Universal Design for Learning (UDL) during the summer professional development period. Throughout the school year, the Dean of Student Support Services will collaborate with the Assistant Principals to ensure effective implementation of UDL. In order to implement a UDL approach, all leaders and teachers must feel responsible for its effective implementation.

1.8 School Calendar and Schedule

In this section:

- (a) Provide the annual academic calendar for the proposed school as Attachment A.
- (b) Attach the proposed school's detailed daily schedule by grade. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies.
- (c) Explain why the academic calendar and schedule will be optimal for student learning. Summarize how you will plan time for tiered interventions, enrichment, tutoring, and other academic activities.
- (d) Describe any proposed extra-curricular or co-curricular activities or any other student-focused programming the proposed school will offer, including when will they begin, how often will they occur, and how will they be funded.
- (e) If Saturday School, summer school, or after school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Address the number of students and the methodology used to identify them. For identified students, is the program mandatory? What are the anticipated resource and staffing needs for these programs?

Characteristics of a strong response:

- The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction.
- The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan.
- Tiered interventions, tutoring, enrichment and extracurricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable.

The KIPP Nashville academic calendar for the 2021-2022 school year is included as an example in Attachment A.

KIPP Nashville's annual academic calendar is created in line with the guidelines outlined by Metro Nashville Public Schools and the State of Tennessee. On average, KIPP Nashville schools have 180 instructional days allotted in the calendar each year. Learning time is sacred to KIPP Nashville, and thus, the schedule and yearly calendars ensure more additional learning time than a traditional public school. In addition, teacher professional development days are scheduled for strategic times throughout the school year to ensure teaching staff is able to ensure academic success for each student and develop professionally.

The school day begins at 7:45am and ends at 3:30pm. Students begin the day with 25 minutes of homeroom. During this block, the homeroom teacher checks homework for completion and checks attendance. The day also ends with a 15 minute homeroom to ensure students have written down their homework and have all of the necessary materials for the following day. Each grade will have three homerooms of students.

Lower Elementary (Grades K-2)

In K-2, students receive 170 minutes of ELA instruction and 90 minutes of math instruction. This time is broken down in the following ways:

Instructional Time (minutes per full day)

Subject	Content	Grade K	Grade 1	Grade 2
Foundational Literacy	Foundation Skills (PA, Phonics + Fluency)	50	50	50
	Reading Intervention and Small Group Reading	50	50	50
Literacy	KIPP Wheatley (Shared Reading)	40	40	40
	Writing	30	30	30
Math	Eureka Math	40	40	40
	Math Intervention + CGI/Jars	30	30	30
	Math Routines/Fluency/Calendar Math	15	15	15

In addition to math and literacy instruction, K-2 students have a 50 minute specials block of either art, music, or PE. Students either have a social studies or science lesson each day for 30 minutes. Lunch is 25 minutes and recess is 25 minutes every day. Students have a 15 minute morning meeting every day and a 15 minute closing circle to end the day. Response to Intervention time occurs Reading and Math intervention times. During these blocks, students receive tiered interventions appropriate to their needs. Our longer school day allows students to be in school for an additional 3.75 hours each week, providing additional time for interventions, tutoring and enrichments to occur within the school day.

Until the school is fully grown, teachers on the same grade level will not have a common planning time during the day. Common planning will be after students have left. When the school is fully grown, students on the same grade will have specials during the same block in order to create common planning for grade level teachers in K-2.

Upper Elementary (Grades 3-4)

The upper elementary experience is more similar to the middle school model as it is departmentalized. This departmentalization allows content specialization for teachers. There will be a teacher responsible for teaching reading and writing, one teacher responsible for math, and one teacher responsible for the content areas of science and social studies. All teachers will teach a small group reading. The chart below breaks down the allocation of time for these subjects. Additional staff will support special education co-teaching and small group and individualized instruction, EL intervention, and Response to Intervention (RTI).

Instructional Time (minutes per full day)

Subject	Content	Grades 3-4
Literacy	Reading Intervention + IR	40
	KIPP Wheatley (Shared Reading)	45
	Writing	45
Math	Common Core Math	50
	Cumulative Review + Math Intervention	30
	Math Routines/Fluency	10
Science & Social Studies	Science	45
	Social Studies	45

Since teachers are not teaching the same content, upper elementary school teachers do not have specials at the same time as common planning time is not needed. The schedule will eventually allow for

3rd and 4th grade math teachers to have common planning time once a month to look at vertical trends in student work. Assistant Principals will meet with teachers one day per week during a teacher's planning period in order to provide feedback and development. Upper elementary teachers at KSNCP-ES will also be able to collaborate with the upper elementary teachers at KIPP Antioch College Prep Elementary school through KIPP Nashville content team meetings.

Just like K-2, Response to Intervention time occurs each day for both literacy and math. During these blocks, students receive tiered interventions appropriate to their needs.

The school will offer the electives of music, PE, and art for all elementary school students. Given the size of the school, there will be four electives. The Principal will select the final elective, which could include Lego Robotics, Coding, or Chess.

KSNCP-ES is not planning to offer Saturday school, summer school, or after school programming.

1.9 Special Populations

In this section:

- (a) Describe the experience of the leadership team in working with special populations. What staff (by role and number), including support staff, does the proposed school plan to hire to address the needs of the special populations identified in subsections (c), (d), (e) and (f)?
- (b) Describe the proposed school's plan to prepare for special populations. What adjustments will be made to the school's daily schedule to address the diverse needs of the students?
- (c) Describe the following related to students with disabilities:
 - Methods for identifying students with disabilities and avoiding misidentification or over-identification;
 - Specific instructional programs, practices, and strategies the proposed school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with disabilities;
 - Plans for monitoring and evaluating the progress and success of students with disabilities, including coordination with the authorizer's monitoring and evaluation; and
 - Plans for promoting graduation for students with disabilities (high school only).
- (d) Describe the following related to English Learners (EL) in accordance with State Board Policy 3.207:
 - Methods for identifying EL students and avoiding misidentification;
 - Specific instructional programs, practices, and strategies the proposed school will employ to ensure academic success and equitable access to the core academic program for EL students;
 - Plans for ensuring individual learning plans (ILPs) are maintained and addressed; and
 - Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.
- (e) Describe the following related to at-risk students:
 - Methods for identifying at-risk students through academic and behavioral processes; and
 - How the proposed school will address the learning needs of at-risk students and monitor their progress. Specify the programs, strategies, and supports that will be provided.
- (f) Describe the following related to gifted students:
 - Methods for identifying and meeting the needs of intellectually gifted students, including specific research-based instructional programs, practices, strategies, and opportunities the proposed school will employ or provide to enhance their abilities; and
 - Plans for monitoring and evaluating the progress and success of intellectually gifted students.

Characteristics of a strong response:

- The leadership team has strong experience working with special populations.
- The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations.
- There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students.
- The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success.
- The applicant has well-defined plans for monitoring and evaluating progress and existing students.

Support for Special Needs Populations

Based on the target attendance zones identified for KSNCP-ES, it is anticipated that the majority of students will be considered at-risk, with approximately 12% qualifying for special education services and another approximately 30% qualifying for EL services. Because KIPP Nashville, and the KIPP network of schools throughout the nation, were founded to support the needs of at-risk learners and are closing the opportunity gap, it is anticipated that the strategies described herein will support effective learning for students who most need intervention. An extended instructional day, effective interventions, small school size; engaging instructional strategies that have been demonstrated success in at-risk populations; and an authentic approach to differentiation that is based on frequent analysis of reliable assessment measures disaggregated by sub-population and individual student will all support the academic success of special populations.

KIPP Nashville will hire school leaders with robust experience supporting the academic success and social emotional well-being of special populations. While every school leader will be expected to support the needs of a diverse population of learners, there will be a Dean of Student Support Services whose primary responsibility is to support the staff members most directly tasked with addressing the needs of special populations. KSNCP-ES's school staff, once the school is fully-grown, will include a Dean of Student Support Services, a school counselor, a minimum of two EL interventionists and ten EL-certified teachers, and at least five special education teachers.

Parental Notification and Rights

All information pertaining to their child(ren) will be communicated to parents/guardians in the language that the parent can understand. KSNCP-ES will provide both written and oral communication to the parent concerning their child(ren). By law, parents/guardians of ELs have the right to refuse placement of their child(ren) in ESL programs. KIPP Nashville will use Tennessee Language Institute and Tadros Translation Services to translate and interpret the following documents and meetings:

1. Enrollment meetings/paperwork
2. Handbooks
3. Open houses
4. IEP/504/ILP/RTI-B-team meetings/documents
5. Parent-teacher conferences
6. Report cards/progress reports

Special Education Services

KSNCP-ES embraces an inclusive model of special education to provide students appropriate educational services in the least restrictive environment. Most students with disabilities will receive services within the context of the general education classroom with targeted assistance by the special education teacher. KSNCP-ES's goal is for students to remain in the general education setting whenever possible. The inclusion model allows students to receive individualized and small group instruction within the general education classroom setting to engender the following benefits:

- Transference of knowledge and exposure to the course content;
- Deeper level of instruction (differentiation of instruction, cooperative learning, peer tutoring, group projects);
- Stigma of receiving special education services is removed, and;
- Student involvement with non-disabled peers is maximized.

While KSNCP-ES uses primarily an inclusion model, the school will also provide a continuum of services as needed based on the needs of the student. KSNCP-ES has the ability to execute on the following - in budget, staffing and scheduling: paraprofessional support, modified curriculum instruction, small group/intervention instruction in the special education classroom, co-teaching, and consultation. Each spring/summer, the school team plans the special education department's class schedule and service times based on the service hours and needs of students with disabilities.

KSNCP-ES will provide highly qualified and certified special education teachers, commensurate to the size and needs of the special education population. These teachers will provide not only special education services (e.g., remedial mathematics/reading services), but will also be qualified to teach gifted students as needed. The special education teacher works with the regular education teacher through collaborative planning, co-teaching, and drop-ins wherein the special education teacher provides support to students with disabilities within the class. The grade-level special education teacher also works collaboratively with the general education teacher to provide classroom and instructional adaptations, identify and explain students' learning styles and suggest differentiation strategies for instruction. For collaboration and true inclusive programming, teachers will have common planning periods available with the special education teacher to work on student program modifications and consultations. The special education teacher will be considered a consultant to classroom teachers and will have been trained in utilizing different teaching techniques; however, training in special education policies, procedures, techniques and laws will be provided for all staff. In addition to their work in inclusion, the special education teacher will plan and execute small group instruction to target specific skill gaps of students with disabilities. Student-specific data will be analyzed to place students in groups and for instructional planning. The special education teacher will get coaching and feedback from the Dean of Student Support Services at each school.

Each grade-level special education teacher will work together under the direction of a school-level Dean of Student Support Services, who will provide oversight over all special populations programming: special education, EL and interventions (RTI). This special education teacher will be responsible for consistently monitoring the satisfactory progress of students with disabilities. Additionally, the special education teacher will collaborate with the school's counselor/social worker, as well as, other support personnel—psychologist, speech pathologist, occupational therapist, physical therapist, hearing/vision support personnel, and board certified behavior analyst—retained, as needed, through Project Play Therapy, to meet the individual needs of the students served by the special populations department.

The IEP team will review all data—the material on the referral form, the written report of the assessment team and information from the referring team—to determine eligibility for special services. The IEP will contain the student's present level of academic performance, annual goals of the program, short-term objectives (*if applicable*), identification of special services that are needed, timeframe it will take to meet goals, service delivery grid and evaluation procedure. KIPP Nashville's regional Director of Student Support Services will conduct quarterly evaluations of special education programming for compliance and quality control. This Director will also connect with MNPS's Exceptional Education Coach to resolve any placement issues, evaluation questions, and/or compliance concerns. The following data reports evidencing required evaluations and service timelines, equity for all students, behavioral suspensions, academic grades, and end-of-course assessments, will be made available upon request.

Because the school model relies on data to drive instruction and intervention, and because these data are communicated with parents as it is collected (including periodic progress reports, report cards, and state and nationally norm-referenced assessment data sent home as it is received by the school), frequent communication with parents about the progress of their child will be ongoing. The progress reports given to parents at the end of each quarter will be monitored by special education staff and include feedback on the child's progress from this professional. The special education teacher will also be available to parents to address academic and social adaptation issues, in addition to providing guidance on IEPs and IEP meetings.

KIPP Nashville is including its Special Education Handbook as Attachment V. This document outlines policies and practices for referrals, child find, S-team, case management, manifestation and determination, paraprofessionals, and the extended school year policy.

Identifying Students with Disabilities

KSNCP-ES will follow the protocols in place in MNPS to identify students who may be in need of special services. These protocols include providing students with routine screenings for vision and hearing,

progress monitoring student performance and students' Response to Intervention (RTI). KSNCP-ES will follow the Child Find process, including forming a Support Team (S-Team), in order to match resources to student needs. KSNCP-ES will maintain an average of at least one special education teacher per every 20 students, often with one special education teacher assigned to each grade level. This enables SPED teachers to work within grade teams to provide seamless, aligned support to students.

The following steps are followed in the support of students who require intervention and do not currently have an IEP:

1. **Universal Screener:** KIPP Nashville uses MAP data as a school-wide universal screener. From there, students are given AIMSweb benchmarks to drill down to the specific areas they have skill gaps in. Students are then placed in intervention groups based on their skill gap to target specific areas of instruction, and administered progress monitoring probes from AIMSweb based on that specific skill.
2. **Data-Driven Intervention:** Students whose progress monitoring indicates they are making less than adequate progress using AIMSweb data will be given more intensive intervention. These students will continue to receive intervention, but instructional support may be in the form of smaller instructional groups in the general education classroom, intensive support from the intervention teacher and/or during the daily intervention period, and/or a change in intervention programs. Parents of these students are notified of their student's academic difficulties via a Notice of Concern and are engaged with the school guidance counselor, teachers and other support staff in the process of problem solving and discussing supportive educational options. Relevant data—such as internal and external assessment results, vision and hearing screenings, and attendance data—are reviewed.
3. **Evaluation:** Those students who need more educational support as identified through progress monitoring, or who do not make sufficient academic progress after the above steps have been implemented, may be referred for further evaluation through Project Play Therapy contracted school psychologist, including Special Education and/or to their family physician for evaluation of a medical condition, such as ADHD. If the completed diagnostic shows that the student is eligible for special services or ADA support services, an IEP and/or a 504 Services Plan may be developed.

This data-driven approach to identifying students with disabilities prevents an over-identification of students with disabilities. The State of Tennessee adopted this approach in 2014 and has seen a decrease in over-represented populations.¹³

The school counselor at each KIPP Nashville school is responsible for managing 504s. KIPP Nashville has a lead school counselor, who is responsible for training school counselors on 504 policies and procedures and providing oversight that KIPP Nashville is in compliance with 504 implementation.

English Language Learners

The Tennessee State Board of Education has an English as a second language (ESL) program policy (3.207) that KSNCP-ES will follow. It is designed to set the minimum standards for Tennessee school districts in providing services to non-English language background (NELB) students who are also limited English proficient (LEP). These students are referred to as English Language Learners (ELLs). Upon enrollment, the school will identify whether a student is an LEP learner by first checking the student's registration information regarding non-English home language, if applicable. Each parent enrolling his or her child will be given the home language survey to determine the predominant language spoken in the

¹³ Aldrich, Marcia. "Tennessee's special education population is changing under its new academic intervention program." Chalkbeat, 02 February 2018.
<https://chalkbeat.org/posts/tn/2018/02/05/fewer-tennessee-minorities-or-males-labeled-with-learning-disabilities-under-new-intervention-program-says-report/>

home. If the assessment indicates that there is a language being used other than English, the child will then be classified as NELB and assessed for English proficiency using the W-APT (K) or WIDA Screener (1-4). If a student is found to be an active EL in another district, KIPP Nashville does not re-assess them. The previous district provides documentation and assessment data. KSNCP-ES will then create an Individual Learning Plan using the Ellevation platform. These ILPs will be created by a team, including but not limited to:

- EL certified teacher
- General education teacher(s)
- Caregivers
- Student
- Special education or counseling service providers, if applicable
- Administrator

If KSNCP-ES does not receive that documentation, KIPP Nashville refers the family to MNPS Office of English Learners to complete the WIDA APT or WIDA Screener Assessment.

KIPP Nashville will adhere to state policy and staff an average of one ESL-certified learning specialist for every 35 students receiving EL services (waived, active, T1, and T2). EL support at KSNCP-ES relies on collaboration between the ELL-certified learning specialist and the content teachers. ESL-certified teachers and all general education teachers get training on the WIDA Standards, Can Do Descriptors, implementing ILPs in the classroom, and best instructional practices for students receiving EL services or who have transitioned out of EL services.

Throughout the year additional PD is determined through administrative walkthroughs and analyzing multilingual student data to identify program trends. This PD could include school specific sessions to make instruction more accessible to English Learners across all subjects and content-based sessions that target how to differentiate instruction in a particular content area. EL teachers collaborate with general education teachers to incorporate best practices for students receiving EL services in classrooms, such as:

- Picture vocabulary around the classroom
- Word walls
- Visual schedules

Students receiving EL services not only work towards mastering the same standards as native English-speaking students, but also work towards mastering their individual WIDA standards and their WIDA ACCESS goals as set through their ILP. ILPs are reviewed by the ILP team every 4.5 weeks to assess student progress towards language goals. Student progress is tracked and documented in Ellevation. EL teachers use ACCESS data from the previous year to set individual, specific goals on reading, writing, speaking and listening for and tailor EL services around those needs. EL interventionists implement instruction through a variety of service models, including co-teacher, push-in, and pull-out models. EL teachers and interventionists also use the program Finish Line for ELLs 2.0 to track linguistic growth and prepare for ACCESS testing.

Additionally, transitional EL students are monitored quarterly to ensure they are academically on-track with their monolingual peers. If a transitional student is struggling academically, the ILP team will come together to determine what interventions are necessary to ensure the student has access to grade level content.

In addition to the weekly, unit, and quarterly exams, NWEA MAP, and quarterly literacy assessments given to each student annually to measure academic growth, students receiving EL services will take the WIDA each spring until they can exit the assessment. ESL-certified teachers will use informal assessment/checkpoints related to WIDA ACCESS goals throughout the year. All of this information will be used to track progress on ILPS. Data on internal assessments will be disaggregated for students receiving EL services by the ESL-certified interventionist during data days to measure the longitudinal progress of students receiving EL Services against that of their native English-speaking peers.

Response to Intervention

The entire KSNCP-ES model—including frequent assessment, data-driven instruction, highly engaging instructional best practices, consistency in protocols and expectations, extended instructional time and all the strategies described herein—was identified for use at the school because it is anticipated that the majority of students who enroll will not be meeting standards initially.

Further, KSNCP-ES will implement the Response to Intervention (RTI) approach to provide intensive intervention for students who do not qualify for special education services but require additional support to master standards through the child study process. The Dean of Student Support Services will provide oversight, structure, and follow-up in managing the intervention program by overseeing the implementation of the program by the appropriate Assistant Principal.

The RTI process begins with a universal screener. KIPP Nashville uses the NWEA MAP assessment. KIPP Nashville prioritizes intervention for the bottom quartile of students. For this bottom quartile, the team administers AIMSweb assessments, which include the Oral Reading Fluency Assessment and MAZE for reading comprehension. In math, KIPP Nashville uses the number probes from AIMSweb. This additional information allows the team to match students to appropriate interventions. The S-Team then monitors student performance to measure the efficacy of the interventions. Interventionists administer AIMSweb progress monitoring probes every two weeks and comprehensive benchmarks are conducted every 8-12 weeks. The S-team meets every 4.5 weeks to review progress. If a student is in Tier 3 interventions and is not making progress or making limited progress, they will be referred for evaluation with consulting from the S-team and school psychologist.

The team will use the data from ongoing screenings, such as the MAP assessment and interim assessments to place each student in appropriate interventions that will meet their learning needs, as well as measure the impact the interventions have had on the student. The Assistant Principals will access assessment data in AIMSweb, when applicable, to track student data over time and ensure the S-team's approach is providing appropriate support to students as needed.

KIPP Nashville follows a similar path for behavior RTI. First, the school forms an S-team. The team creates a support plan with specific behavioral interventions. The team executes the intervention plan for 4-6 weeks in Tier 2 while collecting data on the targeted behaviors. If the behavior does not shift, the student is moved to Tier 3 behavior support. The student gets a new plan with increased supports and scaffolds. If a student does not meet the goals in the intervention plan, they are referred for an evaluation. KIPP Nashville has school based leaders trained in conducting Functional Behavior Assessments (FBAs) and creating Behavior Intervention Plans (BIPs). KIPP Nashville also partners with the Diverse Learner's Collaborative to conduct FBAs and/or create BIPs in situations when a school team needs more support with crafting a plan.

The following content was included in Section 1.3. Because the information in these sections is relevant to how KIPP Nashville will serve special populations, it is included again here.

Response to Intervention

KIPP Nashville uses MAP data as a school-wide universal screener in ELA and Math. From there, students are given Pearson's AIMSweb benchmarks to drill down to the specific areas in which they have skill gaps. Students are then placed in intervention groups based on their skill gap to target specific areas of instruction, and administered progress monitoring probes from AIMSweb based on that specific skill.

Grades K-2

As described above, KSNCP-ES has a 60-minute rotational literacy block. This block allows for flexibility to ensure students are receiving the correct set of literacy interventions based on their needs. The 60-minute block includes 30 minutes of differentiated small group reading and 30 minutes of independent reading and/or Lexia Core 5 computer based work. For students receiving Tier 2 interventions, the independent reading time is replaced with an appropriate intervention program related to the skills gaps

demonstrated by a student. Similarly, for students receiving Tier 3 interventions, there are 60 minutes available for appropriate interventions.

In mathematics, students needing Tier 2 or 3 math interventions receive this instruction during the CGI block. The interventionist uses AIMSweb data to prioritize skills for this intervention block.

Grades 3-4

In third and fourth grades, the schedule no longer includes the 60-minute rotational literacy block. Students are provided Tier 2 and 3 interventions during the 45-minute independent reading block.

In mathematics, the 90-minute math block includes 30 minutes for intervention. Students progressing on the Tier 1 curriculum work independently on IXL or Zearn, which are computer based math programs. These programs allow students opportunities for cumulative review and to go beyond grade level content if appropriate. Students receiving Tier 2 or 3 math intervention are pulled during this time for small group instruction. A typical Tier 2 group consists of 4-6 students and a Tier 3 group consists of 3-5 students.

Response to Intervention Programs

KIPP Nashville use the following programs to support students needing ELA interventions to address student skill gaps:

- **Phonics and Fluency:** If a student has demonstrated gaps in phonics skills in K-2, KIPP Nashville leverages Wilson's Foundations Program. In fourth grade, the school will also leverage Wilson Just Words, a phonics program designed for students with decoding gaps in grades 4-12.
- **Fluency and Comprehension:** As students close decoding gaps and need more support with reading and comprehending longer text fluently, KIPP Nashville uses both Great Leaps and Fountas and Pinnell's Leveled Literacy Intervention (LLI). LLI has been shown to be a proven intervention program by the Department of Education's What Works Clearinghouse related to fluency and comprehension.¹⁴

Math

KIPP Nashville interventionists use MAP and AIMSweb data to determine the appropriate math skills to target for intervention. The interventionists work closely with the grade level math teacher to determine how these skills align with foundational prerequisites that would give students access to grade level content for students. KIPP Nashville has used Bridges Math Intervention and resources from National Center on Intensive Intervention, and will likely continue using these resources at KSNCP-ES. The instructional approach in intervention is direct instruction. Students receive explicit modeling and independent practice with frequent feedback during the intervention block. The instruction relies heavily on using manipulatives and visuals in order to help students develop the foundation for abstract mathematical concepts.

Teacher Training

All teachers teaching a Tier 2 or 3 intervention group receive training in the various intervention programs and approaches employed in both ELA and math. KIPP Nashville regionally trains anyone delivering Wilson Just Words and LLI. Schools provide trainings for interventionists on Foundations and math interventions.

Progress Monitoring

The school will collect progress monitoring data every 2 weeks on their specific, targeted skill gap using the AIMSweb platform. This process allows the RTI² team to track student performance and make data-based decisions when the RTI² team meets every 4.5 weeks. Here the team discusses, but is not

¹⁴ "WWC Intervention Reports: Leveled Literacy Intervention, K-2," September 2017, https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_levelledliteracy_091917.pdf.

limited to, how students are progressing in the intervention, if the student needs to continue in the intervention or needs different instruction, or if enough data points are collected the team might discuss a student moving up or down Tiers or a possible referral for evaluation.

Students take the AIMSweb benchmark and MAP assessment two more times during the school year, in December/January and May. KIPP Nashville uses these assessments to determine the overall impact of intervention programming on student learning.

Fidelity Monitoring

At KIPP Nashville, every teacher has a manager-coach. This manager-coach ensures that teachers are implementing all tiers of instruction with fidelity. To ensure faithful implementation of the Tier 1 curriculum, Assistant Principals observe and give in person feedback to teachers they coach at least three times per month. They also lead and/or attend content team meetings, during which teams study lessons and review data to adjust lesson plans. These observation-feedback structures and content team meetings ensure faithful implementation and effective differentiation of the core Tier 1 program. The Dean of Student Support Services is responsible for monitoring the quality of Tier 2 and 3 interventions. The Dean observes intervention blocks every other week and has one on one check-ins with interventionists and special educators once per week. During these check-ins the Dean and teacher review upcoming lessons and student data in order to make adjustments to Tier 2 and 3 interventions. The Dean of Student Support Services is responsible for documenting fidelity monitoring.

ESL Delivery Model

Given the demographics of Southeast Nashville, KSNCP-ES is expecting that 20-40% of its population will be English Learners. This new elementary school will run a similar service model as our current KIPP Antioch College Prep Elementary School (KACPE). KACPE served students in K-1 this year. KIPP Nashville does not have final data from this school year given COVID-19 closures. KACPE does have promising data from the 2018-2019 that supports the effectiveness of the ESL delivery model used at KACPE and that will be used in the new elementary school.

During the 2018-19 school year, KACPE served 28 active students receiving EL services in a Kindergarten of 145 students. Eight of these students were able to exit EL services at the end of the year based on their WIDA results, with an exit rate of 28%. For all 28 students, the literacy average was 2.8 and composite average was 3.4. The number exited compares favorably with the exit percentages from 2018 at Una and Cane Ridge Elementary Schools, which have exit rates of 16.8% and 12.6% respectively. The literacy average score at Una and Cane Ridge were 3.1 and 2.9 respectively, and the average composite scores were 3.4 and 3.1 respectively, suggesting all three schools are serving a similar population of English Learners.

Additionally, all KACPE students took the NWEA MAP assessment at the beginning and end of the 2018-19 school year. The table below shows the quintile growth in reading and math students receiving EL services made over the course last year.

Math:

Semester	Bottom Quintile	Fourth Quintile	Third Quintile	Second Quintile	Top Quintile
Fall	52%	33%	4%	7%	4%
Spring	11%	19%	15%	26%	30%

Reading:

Semester	Bottom Quintile	Fourth Quintile	Third Quintile	Second Quintile	Top Quintile
Fall	19%	52%	22%	4%	4%
Spring	0%	33%	19%	19%	30%

Based on this initial data, KIPP Nashville believes the EL programming that is developing at KACPE will be the replicable model for the next elementary school opening in Southeast Nashville.

K-1 Delivery Model

In Kindergarten and first grade, all students receiving EL services have more than 60 minutes of English instruction each day. First, all K-1 classrooms are staffed with two teachers. Students receiving EL services are placed in classrooms with one general education teacher and one EL certified teacher. This structure ensures language instruction is embedded into every block of the day. The ESL-certified teacher engages with the general education teacher in a variety of ways. They pull small groups within the classroom to provide explicit language instruction or scaffolds, co-teach lessons with the general education teacher, and actively monitor performance of students receiving EL services in the moment to support these students in accessing the content.

The elementary school has a daily 90 minute guided reading block. During this guided reading block, an ESL-certified teacher leads the 30 minute small group reading lesson for English Language Learners. Language instruction is explicitly taught in these lessons. A group size ranges from 4-8 students. During this period when a student is not with a teacher, they are engaged on a computer based literacy program. KIPP Nashville has used both Imagine Learning and Lexia Core 5, both of which are WIDA approved programs. In the third rotation, students engage in independently reading and applying the skills from the previous rotations.

Second through Fourth Grade Delivery Model

In second through fourth grades, the ESL program model shifts alongside staffing shifts. In these grades, there are no longer two full-time teachers in each classroom, but rather one teacher per classroom. This structure allows for departmentalization, so that teachers can begin to specialize in a core content area.

Each grade is staffed with at least one ESL-certified teacher, who serves a ratio of 1:35 students, which includes active, T1, and T2 students. This staffing assumes 30% of students on the grade will need ESL services. If the school is above that ratio, the school would staff the grade with an additional ESL-certified teacher. This additional interventionist might cross grade levels as needed to provide required push-in and pull-out supports.

All active second through fourth grade students receiving EL services will receive 30 minutes of pull out instruction by an ESL-certified teacher daily. In second grade, this pull-out will occur during the guided reading rotation. In third and fourth grades, students will miss the core science or social studies block in order to receive these required supports. The ESL certified teacher may use intervention programs like LLI and Foundations to support students during small group instruction.

Additionally, an ESL-certified teacher will push into the reading or writing block in second through fourth grades for 30 minutes daily. These 30 minutes combined with the 30 minutes of small group reading instruction constitutes the minimum of 60 minutes of language instruction.

Response to Intervention and Students Receiving EL Services

All English Learners are also screened through the universal screener (NWEA MAP) to determine if they would qualify for Tier 2 or 3 interventions. According to state guidance, if “an EL falls below the 25th percentile on the universal screener and he/she has not acquired sufficient English language to access

academic interventions, the student should continue to receive ESL services.”¹⁵ If the student does have sufficient English Language skills the student will receive academic interventions in addition to ESL services. An ESL certified teacher will be part of the team making decisions about whether an English Learner should receive both ESL services and academic skill based interventions. The team may adjust the ratio of push-in and pull-out in order to ensure students are receiving the appropriate interventions.

All KSNCP-ES teachers will receive training during summer PD on how ESL services are delivered and the WIDA standards and Can Do Descriptors. Additionally, they will receive training in strategies to teach their content inclusive of all students. Some of the strategies that are covered include:

- Using multimodal techniques: objects, pictures, labeled diagrams, modeling what kids need to do, using gestures, body language, and movement.
- Building or activating background knowledge about a topic
- Creating opportunities for student discussion and collaboration with language scaffolds like sentence starters and word banks
- Teaching content and academic vocabulary explicitly to provide access to new materials
- Using graphic organizers to break down complex tasks or organize key ideas
- Visual schedules

The Dean of Student Support Services, who manages all of the EL interventionists, provides this training for all teachers. Throughout the school year, this Dean, alongside the Principal and Assistant Principal conduct monthly instructional walkthroughs. During these walkthroughs the administrative team collects evidence as to what extent these strategies are being employed across classrooms and then makes recommendations on how to improve deployment of these strategies across classrooms. Recommended actions could include teacher professional development, individual coaching, or modeling of these strategies for teachers who are not employing them.

Over time, KSNCP-ES will also serve a growing population of students who have transitioned out of EL services. This group will be monitored closely to ensure they are making sufficient academic progress. They will be screened using the universal screener at the beginning of the year, and the RTI² team will determine the appropriate intervention placement. If a student does not make adequate progress, an ESL-certified teacher will be included to determine if the student's gaps are due to language or content knowledge gaps. The team will adapt interventions accordingly to support the student in closing academic gaps. If the student still does not make sufficient progress, the team can reclassify the student, and English proficiency must be the main reason for the academic gaps.

Students with Disabilities

KIPP Nashville strives to create inclusive school environments. The following are the core principles of an inclusive environment that KIPP Nashville uses to guide programming for students with disabilities:

- All leaders and teachers are responsible for the growth of all students.
- Students with disabilities are given the opportunity to achieve optimal academic success on grade level content
- Student differences are respected and valued by all
- Students with disabilities are given meaningful opportunities to receive their primary instruction in an inclusive setting

Grades K-1

The vast majority of students with disabilities receive services through an inclusion setting in Kindergarten and First Grade, with one special educator and one general education teacher. The chart below details the different ways our co-teaching teams teach in an inclusive setting.

¹⁵ *English as a Second Language Manual*, TN Department of Education, November 9, 2018, https://www.tn.gov/content/dam/tn/education/cpm/ESL_Manual.pdf, p.16

Model	What It Is and Why It Works
Parallel Teaching	<p>Summary: The teachers split the class into two equal (ideally heterogeneous) groups and teach the same lesson to both groups.</p> <p>Why it Works: This reduces the group size and increases the ratio (time spent on student heavy lifting). With fewer students in the “class”, all students have double the opportunity to answer questions, justify thinking, etc. It also allows students who benefit from a small class size to be in a smaller group while still learning next to their higher achieving peers.</p> <p>Best Times to Use: Parallel teaching is best used during the prepare to read, engage with reading and wrap up portions of a Wheatley lesson. Parallel teaching works well during Socratic Seminar, Organic Close Read and Thinking Job lessons.</p> <p>Pitfalls to Avoid: It is important to have a quick and systematic way of transitioning students into 2 groups and to teach them about volume so that both groups are able to work effectively. The room needs to be adequately set up to ensure both teachers are able to run groups (ie: a secondary rug or group location, materials readily available, etc). Additionally, teachers need to coordinate pacing so they start and end at the same time.</p>
Team Teaching / Teaming	<p>Summary: The teachers BOTH deliver the same lesson at the same time.</p> <p>Why it Works: Team Teaching can affect student learning by maximizing the effectiveness of strong teacher moves, such as:</p> <ul style="list-style-type: none"> a) Shortening the feedback loop between checking for understanding and responding to the data collected. For example, both teachers can collect more data and differentiate the response depending on student gaps. b) Team teaching can allow both teachers to deliver the content, while also modeling the process of learning it. For example, one teacher thinks aloud while the other teacher “pauses” the think aloud to check for understanding and engagement. <p>Best Times to Use: Team teaching is best used during the do now, vocabulary instruction, the prepare to read and wrap up portion of a Wheatley lesson. Team teaching works best for all lesson types.</p> <p>Pitfalls to Avoid: The role of each teacher needs to be clear during team teaching to ensure that pacing is not negatively impacted with frequent and unnecessary interruptions. Additionally it needs to be clear where students should direct their attention if two adults are talking, but in different sections of the room.</p>
Station Teaching	<p>Summary: The teachers work with students in small groups. The content is divided into three segments and each group begins with 1/3 of the material. Students rotate through stations and receive instruction from all groups over the course of the period. Two groups are teacher led and one group works independently.</p> <p>Why it Works: This model allows teachers to create small group activities that are responsive to student needs. It also allows teachers to break the material into small chunks, scaffold content differently for different learners and provide more at bats for students to access the material.</p> <p>Best Time to Use: Station Teaching is best used during the engage-with reading portion of a Wheatley lesson. It works best for Formal Close Read lessons and on responsive teaching days.</p>

	<p>Pitfalls to Avoid: Groups can be heterogeneously or homogeneously created. Students need to have clear expectations for how to rotate groups. Station teaching is not ideal when students need to complete instruction in a particular sequence.</p>
<p>Alternative Teaching</p>	<p>Summary: Using recent data, one teacher pulls a subset of students within the general class. Depending on the student needs, the teacher of the small group:</p> <ul style="list-style-type: none"> a) Teaches the same lesson as the big group in a different way (offering more scaffolding, more modeling, more time, varying the process, or extending the content). b) Re-teaches material that these scholars have not mastered. c) Pulls a group of students from a non-essential part of the lesson (i.e. Do Now) and pre-teaches the lesson that is about to occur or reviews a foundational skill that is required in the day's lesson. <p>Why it Works: This allows both teachers to differentiate for a small subset of students who could not receive this level of individualization if they stayed in the whole group.</p> <p>Best Times to Use: Alternative teaching works best during the prepare to read or engage with reading portion of the lesson. You may also consider doing this during the Do Now or using a modified exit slip to provide an alternative assessment. Alternative teaching are best used during Organic Close Read, Formal Close Read, Thinking Job lessons.</p> <p>Pitfalls to Avoid: We want to avoid alternative teaching for the entire class period. Doing so gives students limited access to the general education curriculum and students miss out on the benefit of hearing and participating in high level conversations with their peers.</p>
<p>One Teach, One Assist</p>	<p>Summary: One teacher teaches while the other teacher circulates to shorten the feedback loop during CFUs. Interjecting, circulating and making learning visible and visual are techniques often used in this model.</p> <p>Why it Works: This model works to maximize CFUs by increasing the rate of feedback. It can have minimal impact on student learning, but can be used as a transitional model for co-teachers to become comfortable with two teachers in the classroom.</p> <p>Best Times to Use: Anytime; usually at beginning of co-teacher relationship or for students who are transitioning to general education. One Teach, One Assist can be used for all Wheatley lesson types.</p> <p>Pitfalls to Avoid: It is important to define what assisting looks like in order to ensure that this model is helping students gain access to the curriculum. It should not be used as a fall back because of lack of planning and should only be used for a portion of a lesson.</p>

The general education teacher and special educator regularly look at student work, study lessons, and attend coaching sessions together.

Grades 2-4

In the 2nd through 4th grades, there special educators on the grade will be flexibly scheduled with a combination of push-in co-teaching and small group and individualized instruction. When pushing-in to provide services through a co-teaching model, the special educator meets with the general education teacher to plan lessons and their approach to co-teaching. They use the same co-teaching structures detailed in the K-1 chart.

The Continuum of Services

KSNCP-ES has flexibility within its exceptional education staffing model to adjust its service offerings for students with disabilities. Each year, the team reviews the incoming IEP data in order to make staffing determinations and schedules. The team will continue to make data based decisions regarding student placement along the continuum of services for students with disabilities.

The Dean of Student Support Services Responsibilities

The Dean of Student Support Services is responsible for ensuring that all IEPs are implemented with fidelity. These responsibilities include:

- Ensuring all IEPs are updated yearly and follow proper procedures
- Creating schedules for student service hours
- Coordinating with the Project Play Psychologists for initial and re-evaluations
- Creating schedules for Project Play related service providers
- Holding Project Play Therapy accountable for providing related service hours
- Review lessons plans and observing special education teachers to ensure that lessons are aligned to IEP goals
- Creating para-professional schedules
- Tracking and monitoring student achievement growth data to ensure students are in the least restrictive environment
- Ensuring that IEP accommodations and modifications are being implemented in all classes
- Leading professional development for all staff on the Universal Design for Learning

The Dean of Student Support Services will lead professional development to all teachers on UDL during the summer professional development period. Throughout the school year, the Dean of Student Support Services will collaborate with the Assistant Principals to ensure effective implementation of UDL. In order to implement a UDL approach, all leaders and teachers must feel responsible for its effective implementation.

Gifted Students

KIPP Nashville has outlined an education program that provides a differentiated approach, which will benefit gifted students in the same ways it benefits struggling learners, by teaching students where they are and pushing them to excel and grow, rather than just meet proficiency standards. The growth plan for an accelerated learner will look much like that for a struggling learner: every gifted student will have ambitious goals and be expected to demonstrate significant growth, and this growth will be evaluated through the review of longitudinal growth data for each individual student. Although it is anticipated that most of the students who enroll in KSNCP-ES will be behind grade-level and/or struggling with proficiency, the universal screener will allow the school to identify those students who could qualify for gifted services. Students who are outperforming their peers will be given opportunities for advancement both within and outside the curriculum. Students who demonstrate advanced classroom performance, superior results on a nationally-normed or criterion-referenced achievement tests, and evidence of higher level thinking as measured by assessment of abstract reasoning and logical thinking will become eligible to participate in additional learning opportunities. Additional learning opportunities during the enrichment block include, but are not limited to:

1. Cross curricular instruction/projects at instructional level
2. Guided reading/book club on instructional reading level
3. Specialized small group instruction of particular topic or subject of interest

SECTION 2: OPERATIONS PLAN AND CAPACITY

2.3 Facilities

In this section:

- (a) Describe the proposed school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Identify additional school spaces and their square footage, including: science labs, art room, computer labs, library/media center, cafeteria, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, restrooms, and other spaces.
- (b) Explain how the above-described facility needs tie to the related items in the proposed school's budget.
- (c) Describe the experience of the board and/or leadership team in facilities acquisition and management, including managing build-out and/or renovations, as applicable.
- (d) Describe the process for identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.
- (e) Describe the plan for compliance with all Americans with Disabilities Act (ADA) requirements, all applicable city planning review procedures and all health and safety requirements per T.C.A. § 49-13-107. Include associated costs in budget details.
- (f) Present a timeline with reasonable assumptions for facility selection, requisition, renovation, state fire marshal and health inspections, and occupation.
- (g) Broadly describe a contingency plan, should your facility fall through.
- (h) List any properties you may have already identified as suitable to meet the proposed school's facility needs.

Characteristics of a strong response:

- Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget.
- The applicant demonstrates expertise in facilities acquisition and management, either internal or external.
- The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility.
- The applicant has identified a realistic facility contingency plan.

Facility Needs

KSNCP-ES will launch with kindergarten and will scale by adding one additional grade per year. Each grade will have three homerooms. This creates a core classroom need of three classrooms per grade in order to facilitate a strong elementary school program. KIPP Nashville has generally utilized classrooms that are approximately 700-800 square feet and constructs spaces with built-in storage and, where appropriate, soundproofing and plumbing. The school will additionally require one gym and three classrooms to accommodate enrichment (e.g., art and music). The gym and/or cafeteria function as the core common areas for assembly, family events, games, and performances. Other features will include dedicated SPED, EL, and counseling spaces, student restrooms (which for kindergarten and 1st grade will ideally be inside classrooms), staff restrooms, teacher workroom with copiers, main office, storage rooms, utility and janitorial closets, and conference rooms. KIPP Nashville will focus on maximizing natural light and branding that support KIPP Nashville's mission and will also prioritize outdoor spaces including playgrounds and play fields. The overall building square footage will be 45,000-50,000 square feet.

Similar to the construction design at the existing KIPP Antioch College Prep Elementary and Middle schools, KIPP Nashville will utilize the construction budget to create ADA-compliant sidewalks to

encourage walkability. Additionally, the project team will work with the state and local governments to secure crosswalks and traffic lights as needed and design interconnectivity within local housing to maximize students' and parents' ability to walk to school each day.

Cost

For Years 1 and 2, KIPP Nashville plans to incubate KSNCP-ES in the KIPP Antioch College Prep High School facility, which will open in July 2023. As we have successfully done in the past when incubating KIPP Antioch College Prep Elementary School in the existing Intrepid high school facility, we will make cost-effective accommodations and adjustments to ensure the facility is appropriate and safe for elementary school student use. These accommodations and adjustments include installing appropriate toilets, sinks and urinals and adding doors in hallways that can be easily monitored to ensure elementary students are safely separated from high school students. For Years 3 and beyond, the KNSST is currently working with a broker to evaluate potential spaces, which include both ground-up construction and currently constructed renovations. The estimated ground-up construction cost will be \$265-\$300 per square foot based on the construction of the existing KIPP Antioch College Prep Elementary School. For renovation, KNSST anticipates high acquisition costs with marginally lower construction costs. Facility startup costs are included in Attachment N on tab "8) Year 2 through 5 Budget," row 179.

Facility Acquisition

KIPP Nashville has developed a strong capacity for executing against real estate and facility projects. Under the guidance of the KIPP Nashville Board of Directors Real Estate Committee, KNSST has undergone multiple competitive procurement processes to select developers, architects, and general contractors and has experience building and managing strong project teams for both ground-up construction and renovation projects for its existing five facilities and the forthcoming KIPP Antioch College Prep High School facility. Furthermore, we have identified multiple properties in the community, including properties in close proximity to the existing KIPP Antioch schools. Additionally, KIPP Nashville has two full-time employees dedicated to facility planning, selection, and financing: the Director of Regional Operations and the Chief Financial Officer.

KIPP Nashville has utilized a broker through C.A. Howell and Company, and no current contracts are associated with the construction of this school. Upon approval of this application, KNSST would immediately begin a competitive procurement process to select a developer and architect upon identification of a site. KNSST is currently working to identify potential spaces to meet KSNCP-ES's facility needs.

ADA Compliance

All KIPP Nashville buildings are currently ADA compliant and KIPP Nashville will plan all future facilities to be ADA compliant. The primary responsibility for ADA compliance design and planning will sit with the architect, and KNSST will work with the ADA inspector to both ensure plans and the actual building are up to code.

Timeline

KIPP Nashville believes that the proper timeline for facilities property acquisition, design, construction, inspections, and receipt of all final permits is two years. That said, KIPP Nashville executed all of these deliverables for KIPP Antioch College Prep Elementary School in 15 months with completion in July 2019.

Contingency Plans

Contingency plans include identifying smaller spaces whereby KIPP Nashville would be able to incubate for one year to allow more time for the construction of a long-term building. This is a practice KIPP Nashville successfully executed in the launch of KIPP Antioch College Prep Elementary School. Potential spaces could include current schools, mall spaces, and box stores. KNSST will budget for leasehold improvements as needed.

2.4 Personnel/Human Capital

- (a) Describe the school's proposed leadership structure. Include a copy of the school's organizational chart at Year 1 and at full capacity as Attachment G. The organizational chart should clearly delineate the roles and reporting structure of the board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.
- (b) Give a thorough description of the process and timeline for hiring the school leader, identifying the skills, qualifications and characteristics the applicant will seek in a leader. If the leader has already been identified, attach the leader's resume. Explain the responsibilities of the school leader, how the school leader will be supported and developed, and the state-approved administrator evaluation model that you will be using for this individual, as required by State Board Rule 0520-02-01 and State Board Policy 5.201.
- (c) Describe your strategy, plans, and timeline for recruiting and hiring additional key staff, including, but not limited to, operational staff, administrators, and teachers. Identify key selection criteria and any special considerations relevant to your school design. Provide previous student achievement data for the individuals responsible for academic programming (if available) as Attachment H.
- (d) How will your recruiting and hiring practices ensure that the composition of the leadership team and staff reflects the diversity of the student body and surrounding community?
- (e) How will you ensure that teachers are licensed and endorsed in their content areas?
- (f) Indicate the state-approved evaluation model used for teachers, required by State Board Rule 0520-02-01 and Policy 5.201. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.
- (g) Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, including termination, as well as leadership/teacher changes.
- (h) Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system. Explain the school's proposed strategy for retaining high-performing teachers.
- (i) Explain whether the employees will be at-will or whether the school will use employment contracts.
- (j) Include a copy of the school's employee manual and personnel policies as Attachment I.

Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models.

Characteristics of a strong response:

- The school's organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.
- Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H).
- Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community.
- Compensation packages are likely to attract and retain qualified staff.
- The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements.
- The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover.
- The employee manual and personnel policies (Attachment I) are complete and effective.

- **Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.**

Leadership Structure

KSNCP-ES's leadership structure will include the following positions:

- **Principal:** The primary leader of the school. KIPP Nashville Principals are the primary instructional leaders of their schools and should spend a significant portion of their time developing Assistant Principals as excellent instructional coaches, as well as their full leadership team to support the needs of all students via the Dean of Culture and Dean of Student Support Services. The Principal is also the primary talent leader in their building and focuses on developing leadership team members as managers and overseeing the performance management cycle at their school.
- **Director of Operations:** The Director of Operations (DOO) is the operational leader of their building. They manage the office manager and other Operations staff and oversee day-to-day operations at their campus. The DOO sets and manages the school's budget and is the school's point person for procurement, transportation, scheduling and student outreach.
- **Assistant Principal:** The Assistant Principal is primarily tasked with developing teachers to deliver high-quality instruction. At scale, Assistant Principals tend to specialize their coaching load by subject or grade level.
- **Dean of Students/Culture:** The Dean of Students or Dean of Culture is primarily responsible for fostering a school climate that maximizes student learning. They do this by overseeing student culture as well as family engagement.
- **Dean of Student Support Services:** The Dean of Student Support Services ensures that all students have equitable access to a high-quality education and any needed supports within their KIPP Nashville school. They oversee services for students with disabilities and English Learners, as well as the school's counseling program. They will work closely with the Assistant Principals to adapt the instructional program for special populations as needed, as well as lead staff professional development on meeting diverse needs. As we anticipate a high English Learner population, the individual in this role will have particular experience and knowledge of educating English Learners and develop the full team of teachers on research-based practices.

All leadership team members report to the Principal of their school and also receive support and centralized professional development from organization-wide points of contact. The Principal reports directly to the Head of Schools, a member of the KNSST.

Attachment G includes the school's organizational charts for Year 1 and at full capacity.

Prospective Principal

While the leader for any forthcoming school has not yet been named, KIPP Nashville anticipates that this person will be hired from within the existing leadership pipeline. One hundred percent of KIPP Nashville's Principals have held leadership positions within KIPP Nashville or another KIPP region prior to assuming a principalship with us. For consideration, Attachment H includes the resume of KIPP Nashville's most recent founding Principal at the point of hire to provide an example of the caliber of candidate the KNSST seeks to select.

Principal Selection

KIPP Nashville has developed a Principal in Residence program to identify Principal-ready leaders and develop them to assume the role as a founding or successor Principal at a KIPP Nashville school. The

selection process for a Principal in Residence (PIR) mirrors the research-based and nationally renowned Fisher Fellowship¹⁶, on which the Principal in Residence program is based.

The steps in the selection process include:

- **Application:** Applicants submit a resume and a letter of intent. Internal applicants also submit a video of a coaching meeting they have led with a teacher to demonstrate their instructional leadership and people management.
- **Phone Interview:** After reviewing an application, selected candidates will be invited to participate in a 30 – 45-minute phone interview with a Talent Team representative. A phone interview guide is used, modeled from the Fisher Fellowship selection materials, to ensure consistency.
- **Performance Task:** Following a phone interview, candidates are asked to submit student achievement data as well as a coaching video, if one has not already been provided. If the candidate is external, they may also participate in follow up phone call(s) with executive team members and existing KIPP Nashville Principals.
- **Recommendation Letters and Reference Checks:** Three references complete a recommendation form on the candidate's behalf prior to a final interview. Additional reference checks may be conducted preceding or following a final interview.
- **Final Selection Event:** Candidates invited to a Final Selection Event will be interviewed by a committee of leaders from across the KIPP network, including all KIPP Nashville executive team members and a KIPP parent/alum. This is an in-person, 1-2 day event that focuses on instructional leadership, cultural leadership and self-awareness.

Throughout the selection process, candidates are evaluated against the following tool, which is included in Attachment H:

- KIPP Foundation “Leading for Learning” Traits of Effective School Leaders

All selectors participate in several hours of response norming and anti-bias training prior to participation.

Once a PIR is selected, they engage in a six- to 18-month residency at a KIPP Nashville school, where they serve as a member of the school's leadership team and are given “at-bats” at key Principal moves. The PIR is supported directly by the mentor Principal at their school site, as well as a regional Head of Schools who manages PIRs and provides cohort-based programming throughout the year.

When an appropriate principalship becomes available, PIRs are evaluated for readiness and undergo an abbreviated in-person interview with executive team members. Six months prior to assuming their Principal position, PIRs reduce their responsibilities at their current school to focus on readiness of their upcoming school (whether that is the school they are currently placed at or a different site). This work includes hiring of new personnel, driving retention with any existing personnel, student recruitment and instructional planning.

Leader Development and Evaluation

In 2019-20, KIPP Nashville adopted Tennessee's TEAM leader evaluation system. The Executive Director, Chief Talent Officer, and Heads of Schools are trained in this evaluation system and are responsible for evaluating Principals and Assistant Principals. The administrator evaluation combines self-reflection, observation, input of school staff, and student data to rate the overall effectiveness of administrators. KIPP Nashville uses the following allocation to determine administrator effectiveness:

¹⁶ *School Leadership Fellowships*. KIPP Foundation.

www.kipp.org/careers/professional-development/school-leadership-fellowships. Accessed 15 January 2020.

- 50% Observation
- 35% Individual Student Growth
- 15% Student Achievement

The Head of Schools observes schools weekly and is consistently collecting data aligned to the TEAM rubric. These observations are the foundation of evidence for evaluating Principals.

KIPP Nashville uses The New Teacher Project (TNTP) Insights survey to provide insights into staff satisfaction. The KIPP Foundation administers this survey for all KIPP schools; there are currently 242 schools across the country. The KIPP Foundation provides individual data on targeted questions, which creates an index score and then uses the index score to provide a percentile ranking for each school.

Additional Key Staff

The two key prongs of KIPP Nashville’s recruitment strategy are to leverage internal networks and source external prospects that are likely to have the highest impact on student achievement. In leveraging existing networks, KIPP focuses heavily on referrals from existing staff as they have a track record of success within the organization. KIPP meets annually with new hires and key stakeholders in the organization to generate referrals and identify potential networks they may help us leverage. KIPP also provides financial incentives in the form of referral bonuses. Collectively, referrals account for approximately 40% of new hires annually. In addition to internal referrals, the regional Talent Team reaches out to large pools of potential candidates each year. These efforts are focused on identifying prospects who have increased likelihood of success at KIPP Nashville. Recruiters analyze student achievement data state-wide to identify teachers who have fostered significant student growth, as well as teachers currently working in similar school environments. recruitment efforts place a particular focus on prospects that mirror the racial and linguistic diversity of the school’s students, as research shows that student achievement increases when taught by a teacher who shares their identity. Early in each recruitment season, recruiters also spend time identifying pools of candidates in hard-to-staff areas such as Special Education, English Language endorsed, and administrative positions.

We fill these hard-to-staff roles through a variety of innovative strategies, including University Partnerships, Internal Incentives (referrals and degree reimbursements), and our more traditional strategies, including LinkedIn sourcing, job boards, and attending career fairs.

In anticipation of a high English Learner population in this community, recruiters and principals alike will prioritize hiring teachers licensed with the EL endorsement, as well as encouraging existing teachers to pursue that endorsement. Through strategic university and hiring partnerships that allow for dual endorsements or an expedited summer program, such as Relay Graduate School of Education and Lipscomb University, we will ensure we meet or exceed the 35:1 state required ratio to provide necessary services to all qualifying students.

KIPP Nashville’s hiring timeline is outlined in the chart below:

Date	Benchmark
9/15	Positions for the following school year are posted publicly
10/1	All new hires have participated in a referral-generating meeting with a KIPP Nashville Talent Team member
1/1	30% of growth positions are filled
4/1	65% of known vacancies are filled
6/15	100% of known vacancies are filled

During the selection process, KIPP Nashville seeks evidence related to key competencies associated with success at KIPP Nashville. These competencies are as follows:

- **(for teachers) Instructional effectiveness:** Demonstrated through a teaching video and in-person sample lesson, as well as supporting student achievement data
- **Connection to the work:** Does the candidate have a strong rationale for why they want to work at KIPP Nashville?
- **Personal responsibility:** Does the candidate have a strong sense of personal responsibility when approaching a challenge or opportunity?
- **Coachability:** Does the candidate demonstrate a receptivity to feedback and an ability to incorporate it into their practice?

Teacher Support and Development

All teachers are provided with consistent and targeted development on an annual cycle. A key feature of development is three weeks of professional development prior to the start of the school year, where teachers receive content-specific training from KIPP Nashville Academic Team members as well as school leadership. New to KIPP Nashville teachers also receive several days of training on instructional practice facilitated by Relay Graduate School of Education. During the year, all teachers are assigned a dedicated coach who helps them set student achievement and professional goals at the beginning of each year. These goals are documented and shared with KIPP Nashville leadership to ensure follow-through. Following this onboarding, all teachers have consistent (weekly or biweekly) check-ins with their coach, alongside regular classroom observations, to track progress towards goals and discuss opportunities for improvement. Depending on the needs of the teacher, coaching supports could include modeling from the coach, practice sessions, or reviewing video of their instruction with their coach.

KIPP Nashville believes in the power of team and that every staff member is working towards a common goal, putting KIPPsters on the path to and through college and career. That said, there are some teachers who stand out in driving results and these teachers are recognized in a variety of ways. First, KIPP Nashville uses two network wide newsletters to shout out teacher practice. Any teacher who achieves TVAAS level 5 growth is named and celebrated in KIPP Nashville's regional newsletter, the KIPP Chronicles. This newsletter goes to all KIPP Nashville staff and key external stakeholders. Finally, staff members who excel in their work have the opportunity to pursue additional, stipended leadership opportunities such as supporting curriculum creation, leading professional development or instructional coaching. These contributions to the overall team, highlight and celebrate the excellence of these staff members.

Teacher Evaluation

KIPP Nashville's teacher evaluation system combines observation data and student growth and achievement data to determine a teacher's overall effectiveness. It uses the following allocation to determine a teacher's level of effectiveness:

Teachers of Tested Subjects	50% Observation 35% Individual Student Growth 15% Student Achievement
Teachers of Non-tested Subjects	70% Observation 15% Individual Student Growth 15% Student Achievement

In the summer of 2019, the Tennessee State Department of Education approved KIPP Nashville's teacher observation model.

Observation Tool

KIPP Nashville uses the KIPP Nashville Instructional Excellence Rubric (IER) to evaluate teacher effectiveness. KIPP Nashville created this observation tool during the 2013-14 school year and first used it to evaluate teacher effectiveness in 2014-15. The KIPP Nashville team, which included the Chief Academic Officer and Principals, researched the following teacher observation rubrics and frameworks to develop KIPP Nashville's tool:

- The KIPP Framework for Excellent Teaching (KFET): The KIPP Foundation developed this framework in 2011 as a guiding document for all KIPP regions to define excellent teaching. This tool is not a rubric, but helped to define teaching excellence.
- The Danielson Rubric: Multiple districts across the country use this rubric to define effective instruction and to evaluate teacher performance. In 2009, the Gates Foundation used the Danielson Rubric to evaluate over 23,000 lessons to determine value added measures of student learning.
- Achievement First's Essentials of Great Instruction Rubric: Achievement First is another charter management organization that operates high performing schools in New York, Connecticut, and Rhode Island. They have used their essentials of great instruction rubric to define teaching excellence and evaluate teachers since 2011.
- Additional resources consulted:
 - Saphier, Jon, et al. *The Skillful Teacher: Building Your Teaching Skills*. Research for Better Teaching, Inc., 2008.
 - Marshall, Kim. *Rethinking Teacher Supervision and Evaluation*. John Wiley & Sons, 2013.
 - Teacher evaluation systems at Yes! Prep and MATCH Teacher Residency, which are CMOs in Texas and Massachusetts, respectively.

The KIPP Nashville IER contains four domains related to instructional execution: Culture of Rigor, Driving Student Mastery Through Data, Classroom Culture: Establishing Culture, and Classroom Culture: High Expectations. Additionally, there are planning and professionalism domains. KIPP Nashville also has a version of the rubric to evaluate special education teachers. This version includes an additional planning domain, differentiation.

Observation Model

Each year, all teachers, regardless of certification type, receive two formal reviews with their manager (i.e. either the Principal or an Assistant Principal). The first semester review occurs in October and the second semester review occurs in February. The manager provides a rating on all domains for the rubric at these formal reviews.

At KIPP Nashville, managers observe teachers frequently, conducting both short (10 minutes or less) and long observations (30 minutes). They observe teachers approximately three times per month, thus a teacher would have a minimum of six observations to inform each of their reviews.

Teachers and managers meet weekly to discuss observation feedback, look at student work, and/or plan upcoming lessons. These weekly coaching meetings ensure observers have sufficient context to evaluate classroom instruction. There is not a formal pre-conference structure to announce observations, because of this ongoing teacher-manager relationship.

Formal Review Meetings

In preparation for the October and February formal reviews, managers ask teachers to reflect on their overall performance related to each of the domains on the IER. Teachers self-identify their strengths and

areas of growth, and send this to the manager prior to the formal review. During the review, the manager provides scores for all domains on the rubric, but differentiates the focus of the conversation based on the needs of the teacher. For example, a first year teacher would receive scores on all domains, but the conversation would focus on the high expectations section of the rubric as the teacher may still be mastering the basics of classroom management. Conversely, a review of a veteran with excellent management and strong content knowledge might focus on the data-driven instruction or culture of rigor sections of the rubric, which are more advanced teacher skills.

Certified Observers

KIPP Nashville Principals and Assistant Principals serve as certified observers in the evaluation system. New and returning Principals and Assistant Principals participate in a one-day training in July on the IER. During this training, participants watch and score classroom video using the rubric. After these practice rounds, the participants watch one more lesson video and score it using the IER. KIPP Nashville leaders review these scores, and certify the participant. If the leaders do not certify a participant, they will provide feedback to the participant. The participant will then have the opportunity to review another video or evaluate an in-person classroom observation with a KIPP Nashville leader in August.

During the school year, there are three follow-up professional development sessions for Assistant Principals. In the fall, Assistant Principals complete two trainings on evaluating instruction on the IER after conducting a 20-minute classroom observation. These two half day trainings occur a month before the October review, and are a refresher for both new and returning Assistant Principals. The Head of Schools and/or Director of Academics facilitates this training through instructional rounds.

Educator Feedback

KIPP Nashville seeks educator feedback about its evaluation system twice per year via The New Teacher Project Insights survey. Teachers respond to the following statements on a five point scale of strongly agree to strongly disagree:

- The expectations for effective teaching are clearly defined at my school.
- At my school, evaluation ratings are accurate reflections of teacher effectiveness.
- I know the criteria that will be used to evaluate my performance as a teacher.
- I agree with the criteria used to evaluate my performance as a teacher.
- The teacher evaluation process helps me identify my strengths and weaknesses.
- The person who evaluates my performance has an accurate perception of my classroom practice.
- The person who evaluates my performance knows how much growth and progress my students have made this year.

KIPP Nashville uses the data from these surveys to revise training and provide coaching to administrators on implementing the teacher observation tool.

Managing Unsatisfactory Performance

All KIPP Nashville staff members receive ongoing feedback and evaluation on an annual cycle. This includes annual goal-setting, regular check ins (weekly or biweekly) and formal evaluation benchmarks to assess progress towards goals. If any staff member is not showing adequate progress, that staff member would first be placed on an action plan that outlines concrete improvement goals and management support they are provided to reach these goals. If progress has not been made at the conclusion of the action plan, the staff member is then placed on a performance improvement plan, where they are expected to meet key outcomes in order to retain employment. Should the staff member not make satisfactory improvement against this plan, they are eligible to be dismissed either immediately or at the conclusion of the school year depending on student impact.

The performance management process provides ample time to plan for needed support should a personnel change occur. Schools hire 1 additional floating “support teacher” per school with the intention of providing continuity for any short or long-term vacancies that may arise during the school year. This ensures that students receive immediate support from a staff member who knows the school well.

Depending on the position, the KNSST Talent Team will work to backfill positions that require specific certifications or skill sets not met by the support teacher. Through leadership development programs (Principals in Residence and Directors of Operations in Residence), KIPP Nashville has a region-wide capacity and built-in leadership pipeline for changes in leadership personnel.

Hiring and Background Checks

When undergoing the hiring process, Talent Team members vet staff for key competencies as well as base requirements for the position. These requirements include verification of experience through reference checks and verification of appropriate and current teaching certification. All personnel undergo a criminal background check through the Tennessee Bureau of Investigation (TBI) prior to beginning employment. The Talent Team reviews all background checks for clearance and provides verification to the authorizer. In accordance with state policies, existing personnel must have record of TBI background clearance within the past five years.

Personnel Dismissal

Personnel are dismissed under two circumstances:

1. A staff member who is underperforming may be dismissed during or at the conclusion of a school year following ongoing documentation of behavior provided to staff member and, as appropriate, a dedicated support plan.
2. In rare circumstances, a staff member may take an action that KIPP deems a fireable offense as it jeopardizes the safety of students in their care. In these cases, a staff member may be terminated immediately following the incident in question.

In all cases of termination, staff receive clear communication of this determination as well as details for payroll, benefits continuation and any offboarding requirements. KIPP Nashville follows all mandated reporting protocols when relevant.

Compensation and Incentives

Our instructional and administrative salaries are determined based on a salary scale that acknowledges years of experience and, for instructional staff, advanced degrees. This scale is set in order to be competitive against local districts and charter competitors to attract and retain top talent. Staff members receive annual increases and the scale is evaluated and adjusted on an annual basis for competitive advantage. The salary scale is consistent across all KIPP Nashville schools and would be applied to any forthcoming school openings. Eligible staff members may elect to enroll in robust benefits offerings, which include medical, dental, and vision coverage and varied plan options. Rates are assessed annually to ensure costs are competitive with local school districts.

Additionally, KIPP Nashville offers the following benefits and incentives to retain high-performing teachers:

- 10 weeks of parental leave at 100% pay for the primary caregiver after 1 year of employment
- 2 weeks of parental leave at 100% pay for the secondary caregiver after 1 year of employment
- Increased PTO accrual based on year of service, increasing at the 3 and 5 year mark
- Paid stipends for experienced teachers to engage in teacher leadership opportunities, such as grade level chair, peer coaching/management, teacher fellow coaching or regional curriculum work
- An annual award ceremony celebrating teachers completing 5 years with KIPP Nashville
- An annual interest inventory for staff members to share long term career interests, followed by conversation and development planning with their Principal and/or relevant regional staff member

At-Will Employment

All KIPP Nashville employees are at-will. This relationship is defined in offer letters, which are not for a specified period of time. Eligible staff receive compensation statements outlining their compensation for

the following school year and are asked to sign these letters as an acknowledgement of receipt and an intention to accept a position for the following school year. If a staff member declines to accept the position offered for the following school year, they are able to submit a notice of resignation effective at the end of the school year. Eleven-month salaried employees who complete the school year receive their annualized salary through June 30 of that year.

Employee Manual

KIPP Nashville’s employee manual and personnel policies are included as Attachment I.

Staffing Chart

Staffing Projections					
	Year 1	Year 2	Year 3	Year 4	Year 5
Fiscal Year	2024-25	2025-26	2026-27	2027-28	2028-29
Enrollment	90	180	270	355	440
# of Classes	3	6	9	12	15
Administrative Staff					
Principal/School Leader	1.00	1.00	1.00	1.00	1.00
Assistant Principal	1.00	1.00	2.00	2.00	2.00
Student Supports Coordinator	0.00	1.00	1.00	1.00	1.00
Deans, Directors	3.00	3.00	3.00	3.00	3.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Administrative FTE	5.00	6.00	7.00	7.00	7.00
Instructional Staff					
Teachers	3.00	7.00	10.00	13.00	16.00
Special Education/EL Teachers*	2.00	4.00	5.00	6.00	6.00
Educational Assistants/Aides	3.00	5.00	5.00	5.00	6.00
Elective Teachers	1.00	2.00	3.00	3.00	5.00
Other (Specify in Assumptions)	1.00	2.00	2.00	2.00	4.00
Total Instructional FTE	10.00	20.00	25.00	29.00	37.00
Non-Instructional Staff					
Clerical Staff	0.00	0.00	1.00	1.00	2.00
Custodial Staff	0.00	0.00	0.00	0.00	0.00
Operations	0.00	1.00	1.00	1.00	2.00

Social Workers/Counseling	0.00	0.00	1.00	1.00	2.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Non-Instructional FTE	0.00	1.00	3.00	3.00	6.00
Total FTE	15.00	27.00	35.00	39.00	50.00

**estimated, pending identified student need*

2.11 Waivers

Pursuant to T.C.A. § 49-13-111, a sponsor of a proposed charter school may apply to either the authorizer or to the Commissioner of Education for a waiver of any state board rule or statute that inhibits or hinders the proposed charter school's ability to meet its goals or comply with its mission statement.

- Waivers may not be granted for requirements related to:
- Federal and state civil rights;
- Federal, state, and local health and safety;
- Federal and state public records;
- Immunizations;
- Possession of weapons on school grounds;
- Background checks and fingerprinting of personnel;
- Federal and state special education services;
- Student due process;
- Parental rights;
- Federal and state student assessment and accountability;
- Open meetings; or
- At least the same equivalent time of instruction as required in regular public schools.
- Please list all requested waivers below:

Characteristics of a strong response:

- Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement.
- The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.

Please list all requested waivers below:

T.C.A. Citation	Description of Statute	Proposed replacement policy or practice	How this waiver will increase student achievement?
T.C.A. § 49-3-306(a); SBE Rule 0520-01-02-.02	Licensed Personnel Salaries	KIPP Nashville Board approves salaries during annual budgeting process.	While we ensure that public monies will be used properly and that all personnel will be paid adequately and timely, it is critical to our program that the KIPP Nashville's payroll system reflects the school's purpose and philosophy.
T.C.A. § 49-5-401	Teacher Assignment	KNSST approves annual calendar and school schedules.	KIPP Nashville may utilize an extended schedule, including increased instructional, as well as professional development hours. Teachers will receive compensation commensurate with their work hours.
T.C.A. § 49-1-302; SBE Rules 0520-02-01-.02 and 0520-02-01-.03; State Board Policies 5.106 and 5.201	Evaluation of Administrators, Teachers, and Non-Instructional Licensed Staff	KNSST oversees performance evaluations through KIPP Nashville performance management and leadership summit processes.	A key to KIPP Nashville's success is being able to attract and retain a staff that is committed to the KIPP mission and to provide them with the motivation necessary to get the job done. Accordingly, it is essential that KIPP is able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with the school's mission and goals. Guidelines and performance expectations are outlined in this charter application.

T.C.A. §§ 49-5-408-409	Evaluation Contracts and Termination of Contracts	KIPP Nashville SST oversees performance evaluations through KIPP Nashville PM and leadership summit processes.	A key to KIPP Nashville's success is being able to attract and retain a staff that is committed to our mission and to provide them with the motivation necessary to get the job done. It is essential that KIPP Nashville be able to design hiring, pay, benefits, promotion, and evaluation systems that are aligned with our mission and goals. Every teacher will be assessed based on their performance. Teachers, who attain the required levels of performance, as outlined in their performance management goals, will be offered an opportunity to remain on staff.
SBE Rules 0520-02-03-01 through 0520-02-03-14	Educator Licensure	The KIPP Nashville Chief Talent Officer will ensure that all school employees are qualified to succeed in their roles.	This waiver will provide the school with the flexibility needed to properly staff the school. For example, the flexibility to hire a mental health counselor or certified social worker as a school counselor.
T.C.A. § 49-5-501-513	Tenure	KNSST oversees performance evaluations through KIPP Nashville performance management and leadership summit processes.	KIPP Nashville is results-driven. Therefore, all employees of KIPP Nashville will be "at-will" employees.
T.C.A. § 49-5-101(a); SBE Rule 0520-01-02-.03(6)	Licensed Principals	KIPP Nashville Principals will participate in KIPP's School Leadership Programs for training and skills development.	KIPP Nashville will recruit the most qualified Principals from around the country to fulfill its mission.
SBE Rule 0520-01-02-.04	Leave for Teachers	KIPP Nashville sets its own leave policies in compliance with all state and federal laws and approved by the KIPP Nashville Board of Directors.	KIPP Nashville's leave policies balance both the needs of teachers and those of students by minimizing disruptions to student learning.
SBE Rule 0520-01-02-.31	Organization and Administration of Schools	Our elementary school academic program relies heavily on the ability to provide small group, targeted instruction at various points throughout the day. As a result, we set up slightly larger homerooms (between 25-30) with ongoing pullout interventions with specialized intervention teachers.	This staffing model (larger homerooms with increased interventionists, special education, etc.) is directly in support of our academic strategy to significantly advance academic performance with highly targeted instruction.
T.C.A. § 49-10-1001, 49-10-1004, 49-10-1014, 49-10-1015	Curriculum Generally	KNSST approves its schools' curricula.	KIPP Nashville's curriculum and instructional approaches will be linked to the school's mission and goals. KIPP Nashville will use both state-approved textbooks and other instructional materials that are aligned with the Tennessee State Standards.
SBE Rule 0520-01-03-.07	Civics	KNSST approves its schools' curricula.	KIPP Nashville's curriculum and instructional approaches will be linked to the school's mission and goals. KIPP Nashville will use both state-approved textbooks and other

			instructional materials that are aligned with the Tennessee State Standards.
0520-01-04-.01	School Facilities	KIPP Nashville Board approves all facility contracts and leases.	KIPP Nashville's facilities will have classrooms and spaces that are sufficient in number and adequate in space to be conducive to meeting the school's purpose and philosophy. KIPP Nashville's facilities will meet federal, state, and local requirements regarding planning of new buildings, alterations, and safety.
T.C.A. § 49-3-316	Local Fiscal Accounting	KIPP Nashville Board approves the budget through an annual process.	While KIPP Nashville will ensure that public monies will be used properly, that all non-waived regulations will be met and that all operations will stand up to a financial audit, it is critical to the KIPP Nashville program that management systems reflect the school's purpose and philosophy.
T.C.A. § 49-6-2206-2207	Use of Unapproved Textbooks	KNSST approves use of curricular materials.	KIPP Nashville's curriculum and instructional approaches will be linked to the school's mission and goals. KIPP Nashville will use both state-approved textbooks and other instructional materials.
T.C.A. § 49-3-311	Capital Outlay	KIPP Nashville Board approves all facility contracts and leases.	Preparing a charter school facility will pose a great challenge. Because charter schools must finance their own buildings and do not have the power to raise taxes to fund capital outlay, it is critical that KIPP Nashville gain freedom from non-health and safety standards for the school site and have control of the facility vested in the KIPP Nashville board, rather than the city board of education. Having this freedom will allow us to use the school site resources most efficiently and effectively and align building choices with the KIPP Nashville mission and goals.
SBE Rule 0520-01-03-.06	Health, Physical and Wellness Education Curriculum	KNSST approves annual calendar and school schedules including time for student health and well-being through physical activity.	Students will be involved in physical education activities each week. The Principal will oversee these classes and work to ensure that the PE curriculum meets state content standards, despite the use of non-certified instructional personnel.
SBE Rule 0520-01-03-.06	Fine Arts Curriculum	KNSST approves annual calendars and school schedules including fine arts programming.	Students will be involved in fine arts activities incorporated into their general education classes. Fine arts classes may be taught by volunteers. The Principal will oversee these classes and work to ensure that the fine arts curriculum meets state content standards, despite the use of non-certified instructional personnel.
T.C.A. § 49-6-303 (a)(1) State Board policy 5.103 – School	School Counseling	KIPP Nashville will have the flexibility to hire a qualified applicant who is a licensed school counselor, licensed school social worker, or	KSNCP-ES's student population requires a counselor with the credentials to support students in need of counseling related with home, environmental, societal, and cultural issues. Current statute, rule and policy limits

<p>Counseling Model and Standards</p> <p>State Board policy 5.502 – Educator Licensure, Section (5)(d)</p> <p>State Board rule 0520-02-03-.05(5)</p>		<p>a licensed professional counselor with school experience.</p>	<p>the school to hiring only a licensed school counselor, which does not allow the counselor sufficient training to successfully support the intensity of issues within their largely immigrant student population.</p>
<p>T.C.A. § 49-3-359(a)</p>	<p>Instructional Materials/Supplies</p>	<p>KIPP Nashville standardizes all student and classroom supplies and additionally supplies all classroom materials for students including notebooks, binders, pencils etc. At each of our schools, we have a Director of Operations who oversees and centralizes all school procurement for classroom supplies, furniture and all other needs.</p>	<p>The budget is robust and sufficiently meets the needs of our classrooms. Additionally, teachers have the ability to request supplies which again are ordered and managed centrally through the Director of Operations which cuts down on reimbursements and the need for teachers to utilize their own money up front.</p>

MNPS Policy	Description of Policy	Proposed replacement policy or practice	How this waiver will increase student achievement
1.100	Naming of Facilities	KIPP Nashville may raise funding to build, repair, or restore a facility, and accordingly KIPP Nashville reserves the right to name all or a portion of the facility and to put a plaque on the wall to recognize donors.	KIPP Nashville does not receive local capital funding and therefore must maintain the flexibility needed to raise funds, potentially including the right to name buildings or parts thereof. This flexibility will allow KIPP Nashville to direct the maximum amount of operating funds toward teachers, classrooms and student learning.
2.108	BEP and New Teacher Money Programs	KIPP Nashville creates an annual budget, approved by the KIPP Nashville board, which aligns to its mission. This budget allocates resources in a way that best equips all KIPP Nashville teachers for success in pursuit of the mission.	This will provide KIPP Nashville maximum flexibility to direct resources in an equitable fashion to support the school's mission and increase student achievement.
2.106	EBS and Procedure to Pay User Access	The KIPP Nashville board has authority to enter into contracts and is free from the restriction of using only MNPS approved vendors and suppliers. Accordingly, KIPP Nashville will not participate in the EBS system.	This will provide KIPP Nashville the flexibility needed to innovate and engage vendors and / or incorporate new products not yet used by MNPS in service of student learning.
2.102	Employee Travel Regulations	KIPP Nashville sets internal policy and regulations governing employee travel. These policies are approved by the KIPP Nashville Board and will vary from MNPS policy.	KIPP Nashville employee travel policies support the mission to ensure teachers are treated as professionals and have access to the tools, trainings and learning opportunities needed to accelerate student growth.
2.118	Facility Use	KIPP Nashville may occasionally choose to use facilities for fundraisers and other social events that support the mission of the school. Further, KIPP Nashville may choose to run a summer camp in support of the mission, on property it rents or owns.	This autonomy equips the KIPP Nashville team to optimize facility use both to support fundraising efforts which accentuate programming but also to provide increased services to students and community members as needed.
2.125	Grant Drawdowns and Reimbursements	KIPP Nashville is a 501(c)3 and controls its own budget including all grant application decisions and grant monies.	This autonomy provides KIPP Nashville the ability to raise funds for program enhancements needed to support student learning.
2.101	Grants Management	KIPP Nashville is a 501(c)3 and controls its own budget including all grant application decisions and grant monies.	This autonomy provides KIPP Nashville the ability to raise funds for program enhancements needed to support student learning.
2.113	Initiating Contracts	KIPP Nashville is a 501(c)3 and controls its own budget including all grant contracting decisions.	This autonomy provides KIPP Nashville the ability to move swiftly when contracting in response to student and / or

			community needs.
2.129	Inventory Control	KIPP Nashville is a 501(c)3 and controls its own budget including all contracting decisions. Further, KIPP Nashville has its own inventory procedures.	This autonomy provides KIPP Nashville the ability to move swiftly when contracting in response to student and / or community needs.
2.119	Memorials or Recognitions on School Property	KIPP Nashville intends to recognize future success of alumni by creating memorials and/or recognition plaques that highlight college and post-graduate success of KIPP Nashville alumni.	By highlighting student successes around college access and completion the KIPP Nashville team will accentuate the college-going culture of its schools.
2.110	Payroll Overpayments and Underpayments	KIPP Nashville sets its own fiscal policies that are approved by the KIPP Nashville Board.	By establishing its own fiscal policies and controls, the KIPP Nashville team will be able to deploy more funding toward the highest-leverage uses to increase student learning.
2.111	Purchasing Card Program	KIPP Nashville is a 501(c)3 and controls its own budget including all contracting and purchasing decisions.	By establishing its own fiscal policies and controls, the KIPP Nashville team will be able to deploy more funding toward the highest-leverage uses to increase student learning.
2.107	Student Fundraising Policy	KIPP Nashville is a 501(c)3 and controls its own budget including all contracting and purchasing decisions. Further, KIPP Nashville will make internal decisions and has the authority to internally approve selected fundraising activities.	By establishing its own fiscal policies and controls, the KIPP Nashville team will be able to deploy more funding toward the highest-leverage uses to increase student learning.
2.109	Supplies and Materials Budget Allocation to Schools	KIPP Nashville is a 501(c)3 and controls its own budget including all contracting and purchasing decisions.	By establishing its own fiscal policies and budget process, the KIPP Nashville team will be able to deploy more funding toward the highest-leverage uses to increase student learning.
2.111	Purchasing for MNPS	KIPP Nashville is a 501(c)3 and controls its own budget including all contracting and purchasing decisions.	By establishing its own purchasing processes, the KIPP Nashville team will be able to nimbly meet student needs while deploying the maximum amount of funding toward the highest-leverage uses to increase student learning.
3.101	Film and Video Photography on MNPS Property	KIPP Nashville occasionally records school events and reserves the right to schedule these events and control the distribution of the recorded material.	KIPP Nashville will use this flexibility to enhance internal and external communications, professional development and culture-building efforts; all of which build toward increased student learning.
4.129	Essential Literature	KIPP Nashville creates its own curriculum aligned to state standards and, accordingly, may not participate in the MNPS essential literature program.	KIPP Nashville will use this flexibility to select a curriculum that aligns with state standards and is both rigorous and culturally relevant, which will increase

			engagement and drive student learning.
4.144	Grading Procedures for Grades K-12	KIPP Nashville creates its own curriculum aligned to state standards and the Head of Schools sets grading policies and procedures.	KIPP Nashville will follow a consistent grading policy across its schools to ensure a consistent experience for parents and students advancing from one tier to the next. This consistency will provide students with agency needed to drive student learning.
4.155	Physical Education and Lifetime Wellness	KIPP Nashville creates its own curriculum aligned to state standards and the Head of Schools sets grading policies and procedures.	Students will be involved in physical education activities each week. The Principal will oversee these classes and work to ensure that the PE curriculum meets state content standards.
5.101	Coaching Staff Supplemental Pay	KIPP Nashville is a 501(c)3 and controls its own budget including all salary and stipend decisions.	KIPP Nashville will follow a payscale, including coaching stipends, which gives the school maximum flexibility to attract, retain and reward leaders and teachers who drive student learning.
5.109	Evaluation of Assistant Principals	The Principal shall evaluate Deans, Grade Team Leaders, and Assistant Principals using the KIPP Nashville Performance Management system.	This will provide KIPP Nashville Principals the flexibility needed to develop and execute 70/20/10 development plans for Assistant Principals which have proven effective for driving student learning.
5.148; 5.152; 5.155	Sick Leave; Maternity Leave, FMLA Leave	KIPP Nashville sets its own leave policies in compliance with all state and federal laws and approved by the KIPP Nashville Board of Directors.	This will provide KIPP Nashville the flexibility needed to attract and retain the teachers needed to drive student learning.
5.164	Professional Development Stipend	KIPP Nashville seeks to create a professional learning environment for its teachers. Accordingly, high performing teachers and staff members will have frequent opportunities to lead professional development sessions for their KIPP Nashville peers.	KIPP Nashville will follow a payscale, including coaching stipends, which gives the school maximum flexibility to attract, retain and reward leaders and teachers who drive student learning.

K-2 Instructional Minutes Guidance				
		Grade K	Grade 1	Grade 2
		Minutes	Minutes	Minutes
		Full Day	Full Day	Full Day
Foundational Literacy	FOR (PA + Phonics + Fluency + Sight Words)	50	50	50
	Reading Intervention / Small Group Reading	50	50	50
Additional Literacy	KIPP Wheatley (Shared Reading)	40	40	40
	Writing	30	30	30
Science / SS	Science / SS (Half Year of Each)	30	30	40
Math	Eureka Math	40	40	40
	CGI (Cognitively Guided Instruction)	30	30	30
	Math Routines/Fluency/Calendar Math	15	15	15
Specials	Art/Music/PE (Includes transition)	50	50	50
Lunch/Recess	Lunch	25	25	25
	Recess	20	20	20
Flex	Additional Breaks, Transitions	20	20	10
Classroom Culture and SEL	Arrival and Breakfast	20	20	20
	Morning Meeting	15	15	15
	Dismissal/Closing Circle/Pack Up	10	10	10
	Total Minutes	445	445	445

3rd and 4th Instructional Minutes Guidance

		Grade 3			Grade 4		
		Minutes	Times per week	Total Minutes	Daily Minutes	Times per week	Total Minutes
Literacy (130)	Reading Intervention / Small Group Reading	40	5	200	40	5	200
	KIPP Wheatley (Shared Reading)	45	5	225	45	5	225
	Writing	45	5	225	45	5	225
Math (90)	Common Core Math	50	5	250	50	5	250
	Math Intervention	30	5	150	30	5	150
	Math Routines/Fluency/CR	10	5	50	10	5	50
Content Area: Science/SS (90)	Science	45	5	225	45	5	225
	Social Studies	45	5	225	45	5	225
Lunch/Recess	Lunch	25	5	125	25	5	125
	Recess	25	5	125	25	5	125
Specials	Art/Music/PE	50	5	250	50	5	250
Classroom Culture and SEL	Arrival + Breakfast	10	5	50	10	5	50
	Morning Meeting (includes grammar CR)	15	5	75	25	5	125
	Dismissal/Closing Circle/Pack Up	10	5	50	10	5	50
Total Minutes		445			445		

Sample First Grade Schedule						
Time	Class	Length	Notes			
8:00-8:10	Arrival, Breakfast, Morning Work	20				
8:10-8:20						
8:20-8:30	Morning Meeting	30	15 min Morning Meeting + SEL, 15 min of calendar math and math cumulative review			
8:30-8:40						
8:40-8:50						
8:50-9:00						
9:00-9:10	Foundations of Reading + Reading Intervention	100	<p>50 min / 50 min split</p> <p>1 teacher teaches FOR, 1 Reading Intervention</p> <p>FOR: 2 50 min rotations (group size 15)</p> <p>Intervention: Can be 1 X 50 min or 2 X 25 min: Lexia, word work and IR for group not with teacher</p>			
9:10-9:20						
9:20-9:30						
9:30-9:40						
9:40-9:50						
9:50-10:00						
10:00-10:10						
10:10-10:20						
10:20-10:30						
10:30-10:40				Class Restroom Break	10	
10:40-10:50				Specials	50	Includes the Transition on Both Sides
10:50-11:00						
11:00-11:10						
11:10-11:20						
11:20-11:30						
11:30-11:40						
11:40-11:50						
11:50-12:00						

12:00-12:10	Lunch / Recess	50	Includes the Transition on Both Sides			
12:10-12:20						
12:20-12:30	Social Studies / Science	30	Rotation by Quarter			
12:30-12:40						
12:40-12:50						
12:50-1:00						
1:00-1:10	Literacy	70	Shared Reading = 40 Writing = 30			
1:10-1:20						
1:20-1:30						
1:30-1:40						
1:40-1:50						
1:50-2:00						
2:00-2:10				Class Restroom Break	10	
2:10-2:20				Math	70	Eureka Lesson = 40 CGI = 30
2:20-2:30						
2:30-2:40						
2:40-2:50						
2:50-3:00						
3:00-3:10						
3:10-3:20						
3:20-3:30	Closing Circle / Pack-up	10				

KNCPE 3rd-4th Sample Schedule						
Time	Class	Length	Notes			
8:00-8:10	Arrival, Breakfast	10				
8:10-8:20	Morning Meeting	20	Morning Meeting + Grammar CR			
8:20-8:30						
8:30-8:40						
8:40-8:50						
8:50-9:00						
9:00-9:10						
9:10-9:20						
9:20-9:30						
9:30-9:40						
9:40-9:50						
9:50-10:00				Math	90	85 + 5 min transition--teachers move
10:00-10:10						
10:10-10:20						
10:20-10:30						
10:30-10:40						
10:40-10:50						
10:50-11:00						
11:00-11:10						
11:10-11:20						
11:20-11:30	ELA (Reading + Writing)	90	85 + 5 min transition --teachers move			
11:30-11:40						
11:40-11:50						
11:50-12:00						
12:00-12:10						

12:10-12:20	Specials	50	Includes all Transitions		
12:20-12:30					
12:30-12:40					
12:40-12:50					
12:50-1:00					
1:00-1:10					
1:10-1:20	Lunch / Recess	50	Includes all Transitions		
1:20-1:30			85 min + 5 min transition--teachers move		
1:30-1:40					
1:40-1:50					
1:50-2:00					
2:00-2:10					
2:10-2:20					
2:20-2:30					
2:30-2:40					
2:30-2:40				Science + Social Studies	90
2:40-2:50					
2:50-3:00					
3:00-3:10					
3:10-3:20					
3:10-3:20	Reading Intervention	40			
3:20-3:30	Closing Circle / Pack-up	10			

**KIPP Nashville Elementary School
New Charter School Application Budget Template
Proposed School Information**



Proposed School Name	KIPP Nashville Elementary School
Lead Sponsor Name	Randy Dowell
Lead Sponsor E-mail Address	rdowell@kippnashville.org
Lead Sponsor Phone Number	615-715-9562
CMO/EMO Affiliation	KIPP Nashville

Proposed Authorizer	Metro Nashville Public Schools
Proposed Opening Grade Level(s)	K
Proposed Final Grade Level(s)	4
Proposed First Year of Operations	2024-25

	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Enrollment	90	180	270	355	440

Note: These cells auto-populate after completing Tab 2.

**KIPP Nashville Elementary School
New Charter School Application Budget Template
Student Assumptions**

Enrollment Assumptions

Year 1	Year 2	Year 3	Year 4	Year 5
2024-25	2025-26	2026-27	2027-28	2028-29

Pre-Kindergarten (Informational)	0	0	0	0	0
Kindergarten	90	90	90	90	90
1st Grade	0	90	90	90	90
2nd Grade	0	0	90	90	90
3rd Grade	0	0	0	85	85
4th Grade	0	0	0	0	85
5th Grade	0	0	0	0	0
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0

Total Enrollment (excluding Pre-Kindergarten)	90	180	270	355	440
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Change in Net Enrollment	90	90	90	85	85
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of Classes By Grade

	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-Kindergarten (Informational)	0	0	0	0	0
Kindergarten	3	3	3	3	3
1st Grade	0	3	3	3	3
2nd Grade	0	0	3	3	3
3rd Grade	0	0	0	3	3
4th Grade	0	0	0	0	3
5th Grade	0	0	0	0	0
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total # of Classes	3	6	9	12	15
Change in Net # of Classes	3	3	3	3	3

	Other Key Assumptions Enter Estimated Percentages				
SPED %	13%	13%	13%	13%	13%
SPED Count	12	23	35	46	57
ELL %	17%	17%	17%	17%	17%
ELL Count	15	31	46	60	75
Anticipated Paid %	53%	53%	53%	53%	53%
Anticipated Reduced %	0%	0%	0%	0%	0%

Anticipated Free %	47%	47%	47%	47%	47%
Anticipated Paid Count	48	95	143	188	233
Anticipated Reduced Count	0	0	0	0	0
Anticipated Free Count	42	85	127	167	207
Total Free and Reduced Count	42	85	127	167	207
School Days	180	180	180	180	180
Attendance Rate	97%	97%	97%	97%	97%

**KIPP Nashville Elementary School
New Charter School Application Budget Template
Pre-Opening Budget**

Revenue Assumptions

	Rate/Assumption	Year 0		Assumption Notes
		2023-24		
Federal Revenues				
CSP Startup Grant	\$333,333	\$333,333		
Fundraising & Philanthropy				Detail any private funding sources
Other	\$100,000	\$100,000		
Other		\$0		
Other		\$0		
Other		\$0		
Other		\$0		
Total Revenues		433,333		

Additional Space to Provide Fundraising Details

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Compensation Assumptions

	FTE Count	Year 0		Assumption Notes
		2023-24		
Administrative Staff				
Principal/School Leader	1.00	\$110,000		
Assistant Principal	0.00	\$0		
Special Education Coordinator	0.00	\$0		
Deans, Directors	0.00	\$0		
Other (Specify in Assumptions)	0.00	\$0		
Total Administrative Compensation	1.00	110,000		
Instructional Staff				
Teachers	0.00	\$0		
Special Education Teachers	0.00	\$0		
Educational Assistants/Aides	0.00	\$0		
Elective Teachers	0.00	\$0		
Other (Specify in Assumptions)	0.00	\$0		
Total Instructional Compensation	0.00	-		
Non-Instructional Staff				
Clerical Staff	0.00	\$0		
Custodial Staff	0.00	\$0		
Operations	0.00	\$0		
Social Workers/Counseling	0.00	\$0		
Other (Specify in Assumptions)	0.00	\$0		
Total Non-Instructional Compensation	0.00	-		
Bonus		-		
Other Non FTE Compensation		-		
Other Non FTE Compensation		-		
Other Non FTE Compensation		-		
Total FTE Count	1.00			
Total Compensation		110,000		

Employer Benefits & Tax Assumptions

Base Assumption	Year 0		Assumption Notes
	2023-24		

Social Security	6.20%	\$6,820	
Medicare	1.45%	\$1,595	
State Unemployment	\$400 per employee	\$400	
Disability/Life Insurance	0.00%	\$0	
Workers Compensation Insurance	0.50%	\$550	
Other Fringe Benefits	0.00%	\$800	
Medical Insurance	\$5,000	\$5,000	
Dental Insurance	\$2,000	\$2,000	
Vision Insurance	\$1,000	\$1,000	
Other Retirement	10.36%	\$11,396	

Total Employer Benefits & Taxes 29,561

Operating Expenses

Year 0

2023-24

Assumption Notes

Contracted Services

Professional Development	\$629	\$629	
Financial Services	\$0	\$0	
Audit Services	\$0	\$0	
Legal Fees	\$0	\$0	
Copier Lease and Usage	\$0	\$0	
Internet and Phone Service	\$0	\$0	
Cell Phone Service	\$325	\$325	
Payroll Services	\$0	\$0	
Health Services	\$0	\$0	
Transportation	\$0	\$0	
IT Services	\$0	\$0	
Contracted SPED Services	\$0	\$0	
Insurance	\$0	\$0	
Postal Charges	\$0	\$0	
Bank Charges	\$0	\$0	

Supplies & Materials

Textbooks and Instructional Supplies	\$0	\$0	
Education Software	\$0	\$0	
Student Supplies	\$0	\$0	
Faculty Supplies	\$0	\$0	
Library Books	\$0	\$0	
Testing & Evaluation	\$0	\$0	
Student Laptops	\$0	\$0	
Faculty Laptops	\$1,300	\$2,600	
Office Supplies	\$0	\$0	
Printing Paper	\$0	\$0	
Marketing Materials	\$0	\$0	
Student Uniforms	\$0	\$0	
Gifts & Awards - Students	\$0	\$0	
Gifts & Awards - Teachers and Staff	\$0	\$0	
Health Supplies	\$0	\$0	

Facility Related Expenses

Rent	\$0	\$0	
Utilities	\$0	\$0	
Custodial	\$0	\$0	
Waste	\$0	\$0	
Faculty Furniture	\$0	\$0	
Student Furniture	\$0	\$0	
Internet/Network Equipment	\$0	\$0	
Other Equipment	\$0	\$0	
Building Decorum	\$0	\$0	
Tenant Improvements	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Other Charges

Staff Recruitment	\$0	\$0	
Student Recruitment & Community Engagement	\$0	\$0	
Parent & Staff Meetings	\$0	\$0	
Authorizer Fee	\$0	\$0	
Other	\$0	\$0	

Debt Service

Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Total Operating Expenses

3,554

Total Expenses

143,115

**KIPP Nashville Elementary School
New Charter School Application Budget Template
Pre-Opening Cash Flow**

Cash Flow Summary

	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Beginning Cash	-	-	36,990	75,281	63,571	135,195	123,485	111,776	182,099	170,390	158,680	230,304	218,594		
Revenues															
Federal Revenues	333,333	-	-	-	83,333	-	-	83,333	-	-	83,333	-	83,333	333,333	-
Fundraising & Philanthropy	100,000	50,000	50,000	-	-	-	-	-	-	-	-	-	-	100,000	-
Total Revenues	433,333	50,000	50,000	-	83,333	-	-	83,333	-	-	83,333	-	83,333	433,333	-
Expenses															
Staffing	110,000	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	110,000	-
Employer Benefits & Taxes	29,561	2,463	2,463	2,463	2,463	2,463	2,463	2,463	2,463	2,463	2,463	2,463	2,463	29,561	-
Contracted Services	954	80	80	80	80	80	80	80	80	80	80	80	80	954	-
Supplies & Materials	2,600	1,300	-	-	-	-	1,300	-	-	-	-	-	-	2,600	-
Facility-Related Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Charges	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	143,115	13,010	11,710	11,710	11,710	11,710	11,710	13,010	11,710	11,710	11,710	11,710	11,710	143,115	-
Operating Income (Loss)	290,218	36,990	38,290	(11,710)	71,624	(11,710)	(11,710)	70,324	(11,710)	(11,710)	71,624	(11,710)	71,624	290,218	-
Changes in Accounts Receivable															
Changes in Accounts Payable															
Line of Credit Proceeds															
Line of Credit Repayments															
Other Balance Sheet Activity															
Ending Cash	36,990	75,281	63,571	135,195	123,485	111,776	182,099	170,390	158,680	230,304	218,594	290,218			

Details of Cash Flow

	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Revenues															
Federal Revenues															
CSP Startup Grant	333,333	-	-	-	83,333	-	-	83,333	-	-	83,333	-	83,333	333,333	-
Fundraising & Philanthropy															
Other	100,000	\$50,000	\$50,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	100,000	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Revenues	433,333	50,000	50,000	-	83,333	-	-	83,333	-	-	83,333	-	83,333	433,333	-

Assumption Notes

Compensation

	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Compensation															
Principal/School Leader	110,000	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	110,000	-
Assistant Principal	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Special Education Coordinator	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Deans, Directors	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Administrative Compensation	110,000	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	110,000	-
Instructional Staff															
Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Special Education Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Educational Assistants/Aides	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Elective Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-

Assumption Notes

Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Instructional Staff																
Clerical Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Custodial Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Operations	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Social Workers/Counseling	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Non-Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bonus																
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Compensation	110,000	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	110,000	-

Employer Benefits & Taxes

	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	Assumption Notes	
Social Security	6,820	\$568	\$568	\$568	\$568	\$568	\$568	\$568	\$568	\$568	\$568	\$568	6,820	-		
Medicare	1,595	\$133	\$133	\$133	\$133	\$133	\$133	\$133	\$133	\$133	\$133	\$133	1,595	-		
State Unemployment	400	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	400	-		
Disability/Life Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		
Workers Compensation Insurance	550	\$46	\$46	\$46	\$46	\$46	\$46	\$46	\$46	\$46	\$46	\$46	550	-		
Other Fringe Benefits	800	\$67	\$67	\$67	\$67	\$67	\$67	\$67	\$67	\$67	\$67	\$67	800	-		
Medical Insurance	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	-		
Dental Insurance	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	-		
Vision Insurance	1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	1,000	-		
Other Retirement	11,396	\$950	\$950	\$950	\$950	\$950	\$950	\$950	\$950	\$950	\$950	\$950	11,396	-		
Total Employer Benefits & Taxes	29,561	2,463	2,463	2,463	2,463	2,463	2,463	2,463	2,463	2,463	2,463	2,463	29,561	-		

Operating Expenses

	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24	Year 0 2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	Assumption Notes	
Contracted Services																
Professional Development	629	\$52	\$52	\$52	\$52	\$52	\$52	\$52	\$52	\$52	\$52	\$52	629	-	-	Professional Development
Financial Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Financial Services
Audit Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Audit Services
Legal Fees	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Legal Fees
Copier Lease and Usage	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Copier Lease and Usage
Internet and Phone Service	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Internet and Phone Service
Cell Phone Service	325	\$27	\$27	\$27	\$27	\$27	\$27	\$27	\$27	\$27	\$27	\$27	325	-	-	Cell Phone Service
Payroll Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Payroll Services
Health Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Health Services
Transportation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Transportation
IT Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	IT Services
Contracted SPED Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Contracted SPED Services
Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Insurance
Postal Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Postal Charges
Bank Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Bank Charges
Supplies & Materials																
Textbooks and Instructional Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Textbooks and Instructional Supplies
Education Software	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Education Software
Student Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Student Supplies
Faculty Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Faculty Supplies
Library Books	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Library Books
Testing & Evaluation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Testing & Evaluation
Student Laptops	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Student Laptops
Faculty Laptops	2,600	\$1,300	\$0	\$0	\$0	\$0	\$0	\$1,300	\$0	\$0	\$0	\$0	2,600	-	-	Faculty Laptops
Office Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Office Supplies
Printing Paper	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Printing Paper
Marketing Materials	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Marketing Materials
Student Uniforms	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Student Uniforms
Gifts & Awards - Students	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Gifts & Awards - Teachers and Staff
Health Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Health Supplies
Facility Related Expenses																
Rent	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Rent
Utilities	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Utilities
Custodial	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	Custodial

Waste	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Waste
Faculty Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Faculty Furniture
Student Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Furniture
Internet/Network Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Internet/Network Equipment
Other Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other Equipment
Building Decorum	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Building Decorum
Tenant Improvements	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Tenant Improvements
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other Charges																	
Staff Recruitment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Staff Recruitment
Student Recruitment & Community Engagement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Parent Meetings
Authorizer Fee	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Staff Meetings
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Debt Service																	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Expenses	3,554	1,380	80	80	80	80	80	1,380	80	80	80	80	80	3,554			
Total Expenses	143,115	13,010	11,710	11,710	11,710	11,710	11,710	13,010	11,710	11,710	11,710	11,710	11,710	143,115			

**KIPP Nashville Elementary School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions**

FTE Assumptions

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
Fiscal Year					
Enrollment	90	180	270	355	440
# of Classes	3	6	9	12	15
Administrative Staff					
Principal/School Leader	1.00	1.00	1.00	1.00	1.00
Assistant Principal	1.00	1.00	2.00	2.00	2.00
Special Education Coordinator	0.00	1.00	1.00	1.00	1.00
Deans, Directors	3.00	3.00	3.00	3.00	3.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Administrative FTE	5.00	6.00	7.00	7.00	7.00
Instructional Staff					
Teachers	3.00	7.00	10.00	13.00	16.00
Special Education Teachers	2.00	4.00	5.00	6.00	6.00
Educational Assistants/Aides	3.00	5.00	5.00	5.00	6.00
Elective Teachers	1.00	2.00	3.00	3.00	5.00
Other (Specify in Assumptions)	1.00	2.00	2.00	2.00	4.00
Total Instructional FTE	10.00	20.00	25.00	29.00	37.00
Non-Instructional Staff					
Clerical Staff	0.00	0.00	1.00	1.00	2.00
Custodial Staff	0.00	0.00	0.00	0.00	0.00
Operations	0.00	1.00	1.00	1.00	2.00
Social Workers/Counseling	0.00	0.00	1.00	1.00	2.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Non-Instructional FTE	0.00	1.00	3.00	3.00	6.00
Total FTE	15.00	27.00	35.00	39.00	50.00

Compensation Assumptions

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
Annual Increase	0.00%	2.00%	2.00%	2.00%	2.00%
Cumulative Increase	100.00%	102.00%	104.04%	106.12%	108.24%
Administrative Staff					
Principal/School Leader	\$110,000	110,000	112,200	114,444	116,733
Assistant Principal	\$90,000	90,000	91,800	93,720	95,676
Special Education Coordinator	\$60,000	60,000	61,200	62,424	63,672
Deans, Directors	\$70,000	70,000	71,400	72,840	74,316
Other (Specify in Assumptions)	\$0	0	0	0	0
Total Administrative Compensation	410,000	479,400	582,624	594,276	606,162
Instructional Staff					
Teachers	\$60,000	180,000	428,400	624,240	827,742

Assumption Notes

Special Education Teachers	\$60,000	120,000	244,800	312,120	382,035	389,676	
Educational Assistants/Aides	\$40,000	120,000	204,000	208,080	212,242	259,784	
Elective Teachers	\$60,000	60,000	122,400	187,272	191,017	324,730	
Other (Specify in Assumptions)	\$30,000	30,000	61,200	62,424	63,672	129,892	Para-professional
Total Instructional Compensation		510,000	1,060,800	1,394,136	1,676,709	2,143,216	
Non-Instructional Staff							
Clerical Staff	\$45,000	-	-	46,818	47,754	97,419	
Custodial Staff	\$0	-	-	-	-	-	
Operations	\$55,000	-	56,100	57,222	58,366	119,068	
Social Workers/Counseling	\$55,000	-	-	57,222	58,366	119,068	
Other (Specify in Assumptions)	\$0	-	-	-	-	-	
Total Non-Instructional		-	56,100	161,262	164,487	335,554	
Other Compensation		19,250	19,635	20,428	21,679	23,466	Annual stipends and relocation allowances
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
Total Compensation		939,250	1,615,935	2,158,450	2,457,151	3,108,397	

Employer Benefits & Tax Assumptions

		Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	Assumption Notes
Base Assumption							
Social Security	6.20%	\$58,234	\$100,188	\$133,824	\$152,343	\$192,721	
Medicare	1.45%	\$13,619	\$23,431	\$31,298	\$35,629	\$45,072	
State Unemployment	\$400 per employee	\$6,000	\$10,800	\$14,000	\$15,600	\$20,000	
Disability/Life Insurance	0.00%	\$0	\$0	\$0	\$0	\$0	
Workers Compensation Insurance	0.50%	\$4,696	\$8,080	\$10,792	\$12,286	\$15,542	
Other Fringe Benefits	0.00%	\$0	\$0	\$0	\$0	\$0	
Health Insurance							
Annual Increase	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	
Cumulative Increase		102.00%	104.04%	106.12%	108.24%	110.41%	
Medical Insurance	\$4,500	\$68,850	\$126,409	\$167,140	\$189,967	\$248,418	
Dental Insurance	\$300	\$4,590	\$8,427	\$11,143	\$12,664	\$16,561	
Vision Insurance	\$200	\$3,060	\$5,618	\$7,428	\$8,443	\$11,041	
TCRS Certified Legacy	10.30%	\$0	\$0	\$0	\$0	\$0	
TCRS Certified Hybrid	9.00%	\$47,633	\$97,239	\$127,311	\$152,855	\$195,001	
TCRS Classified Legacy	0.00%	\$0	\$0	\$0	\$0	\$0	
TCRS Classified Hybrid	0.00%	\$0	\$0	\$0	\$0	\$0	
Other Classified Retirement	15.00%	\$61,500	\$71,910	\$87,394	\$89,141	\$90,924	
Other Retirement	0.00%	\$0	\$0	\$0	\$0	\$0	

**KIPP Nashville Elementary School
New Charter School Application Budget Template
Year 1 Budget**

Revenue Assumptions

	Year 1
	2024-25
Annual Revenue Increase	0.00%
Cumulative Increase	100.00%

State Revenues	Rate/Assumption		Assumption Notes
Basic Education Program	\$14,315	\$1,249,700	Discounted by assumed attendance rate
BEP Transportation Component	\$0	\$0	
BEP Capital Outlay	\$286	\$24,994	
Other	\$0	\$0	
Other	\$0	\$0	
Federal Revenues	\$0	\$0	
Title I	\$1,066	\$45,092	Discounted by assumed FRL enrollment
Title II	\$0	\$0	
Title III	\$0	\$0	
NSLP	\$0	\$0	
E-Rate	\$0	\$0	
CSP Startup Grant	\$333,333	\$333,333	
Other	\$1,222	\$14,297	IDEA for SPED enrollment
Other	\$0	\$0	
School Activity Revenues			
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Fundraising & Philanthropy			
Other	\$500,000	\$500,000	Fundraising
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Total Revenues		2,167,416	

Compensation

Year 1
2024-25

Administrative Staff	FTE Count		Assumption Notes
Principal/School Leader	1.00	110,000	
Assistant Principal	1.00	90,000	
Special Education Coordinator	0.00	-	

Deans, Directors	3.00	210,000	
Other (Specify in Assumptions)	0.00	-	
Total Administrative Compensation	5.00	410,000	
Instructional Staff			
Teachers	3.00	180,000	
Special Education Teachers	2.00	120,000	
Educational Assistants/Aides	3.00	120,000	
Elective Teachers	1.00	60,000	
Other (Specify in Assumptions)	1.00	30,000	
Total Instructional Compensation	10.00	510,000	
Non-Instructional Staff			
Clerical Staff	0.00	-	
Custodial Staff	0.00	-	
Operations	0.00	-	
Social Workers/Counseling	0.00	-	
Other (Specify in Assumptions)	0.00	-	
Total Non-Instructional Compensation	0.00	-	
Other Compensation		19,250	
Other Compensation		-	
Other Compensation		-	
Other Compensation		-	
Total Compensation		939,250	

Employer Benefits & Taxes

Year 1
2024-25

Assumption Notes

Social Security	58,234	
Medicare	13,619	
State Unemployment	6,000	
Disability/Life Insurance	-	
Workers Compensation Insurance	4,696	
Other Fringe Benefits	-	
Medical Insurance	68,850	
Dental Insurance	4,590	
Vision Insurance	3,060	
TCRS Certified Legacy	-	
TCRS Certified Hybrid	47,633	
TCRS Classified Legacy	-	
TCRS Classified Hybrid	-	
Other Classified Retirement	61,500	
Other Retirement	-	
Total Employer Benefits & Taxes	268,181	

Operating Expenses

Year 1
2024-25

Contracted Services

Assumption Notes

Professional Development	\$650	\$9,750	per FTE
Financial Services	\$74	\$6,660	per student
Audit Services	\$30	\$2,700	per student
Legal Fees	\$5	\$450	per student
Copier Lease and Usage	\$60	\$10,400	per student + \$5,000 per copier
Internet and Phone Service	\$16,500	\$16,500	per year
Cell Phone Service	\$332	\$4,973	per FTE
Payroll Services	\$68	\$1,020	per FTE
Health Services	\$0	\$0	
Transportation	\$34,250	\$68,500	per bus
IT Services	\$15,000	\$15,000	per year
Contracted SPED Services	\$250	\$22,500	per student
Insurance	\$15,000	\$15,000	per year
Postal Charges	\$3	\$270	per student
Bank Charges	\$0	\$0	

Supplies & Materials

Textbooks and Instructional Supplies	\$100	\$9,000	per student
Education Software	\$60	\$5,400	per student
Student Supplies	\$80	\$7,200	per student
Faculty Supplies	\$20	\$1,800	per student
Library Books	\$50	\$4,500	per student
Testing & Evaluation	\$20	\$1,800	per student
Student Laptops	\$265	\$27,850	per student + cart
Faculty Laptops	\$1,325	\$25,838	per FTE + 1/3rd refresh
Office Supplies	\$76	\$6,840	per student
Printing Paper	\$100	\$9,000	per student
Marketing Materials	\$40	\$3,600	per student
Student Uniforms	\$25	\$2,250	per student
Gifts & Awards - Students	\$40	\$3,600	Per student. Includes field trips and student store
Gifts & Awards - Teachers and Staff	\$0	\$0	
Health Supplies	\$5	\$450	per student

Facility Related Expenses

Rent	\$0	\$0	
Utilities	\$27,500	\$27,500	per year
Custodial	\$21,000	\$21,000	per year
Waste	\$0	\$0	
Faculty Furniture	\$0	\$0	
Student Furniture	\$22,500	\$22,500	per year
Internet/Network Equipment	\$0	\$0	
Other Equipment	\$0	\$0	
Building Decorum	\$42	\$3,780	per student
Tenant Improvements	\$0	\$0	
Other	\$10,000	\$10,000	Security, per year
Other	\$21,000	\$21,000	Maintenance, per year
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Other Charges

Staff Recruitment	\$200	\$3,000	per FTE
Student Recruitment & Community Engagement	\$3,000	\$3,000	per year
Parent & Staff Meetings	\$12	\$1,080	per student
Authorizer Fee	\$0	\$49,988	4% of BEP
Other	\$30,000	\$30,000	per year; KIPP licensing fee

Debt Service

Other	\$369,000	\$369,000	per year, principal and interest; To service new debt for a new building
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Total Operating Expenses

844,698

Total Expenses

2,052,129

**KIPP Nashville Elementary School
New Charter School Application Budget Template
Year 1 Cash Flow**

Cash Flow Summary

	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Beginning Cash	290,218	290,218	351,623	288,028	319,040	380,445	316,850	347,861	409,266	345,671	376,683	438,088	374,493		
Revenues															
State Revenues	1,274,693	106,224	106,224	106,224	106,224	106,224	106,224	106,224	106,224	106,224	106,224	106,224	106,224	1,274,693	-
Federal Revenues	392,722	1,191	1,191	95,798	1,191	1,191	95,798	1,191	1,191	95,798	1,191	1,191	95,798	392,722	-
School Activity Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	500,000	125,000	-	-	125,000	-	-	125,000	-	-	125,000	-	-	500,000	-
Total Revenues	2,167,416	232,416	107,416	202,022	232,416	107,416	202,022	232,416	107,416	202,022	232,416	107,416	202,022	2,167,416	-
Expenses															
Staffing	939,250	78,271	78,271	78,271	78,271	78,271	78,271	78,271	78,271	78,271	78,271	78,271	78,271	939,250	-
Employer Benefits & Taxes	268,181	22,348	22,348	22,348	22,348	22,348	22,348	22,348	22,348	22,348	22,348	22,348	22,348	268,181	-
Contracted Services	173,723	14,477	14,477	14,477	14,477	14,477	14,477	14,477	14,477	14,477	14,477	14,477	14,477	173,723	-
Supplies & Materials	109,128	9,094	9,094	9,094	9,094	9,094	9,094	9,094	9,094	9,094	9,094	9,094	9,094	109,128	-
Facility-Related Expenses	105,780	8,815	8,815	8,815	8,815	8,815	8,815	8,815	8,815	8,815	8,815	8,815	8,815	105,780	-
Other Charges	87,068	7,256	7,256	7,256	7,256	7,256	7,256	7,256	7,256	7,256	7,256	7,256	7,256	87,068	-
Debt Service	369,000	30,750	30,750	30,750	30,750	30,750	30,750	30,750	30,750	30,750	30,750	30,750	30,750	369,000	-
Total Expenses	2,052,129	171,011	171,011	171,011	171,011	171,011	171,011	171,011	171,011	171,011	171,011	171,011	171,011	2,052,129	-
Operating income (Loss)	115,286	61,405	(63,595)	31,011	61,405	(63,595)	31,011	61,405	(63,595)	31,011	61,405	(63,595)	31,011	115,286	-
Changes in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Activity	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	351,623	288,028	319,040	380,445	316,850	347,861	409,266	345,671	376,683	438,088	374,493	405,504			

Details of Cash Flow

	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Revenues															
State Revenues															
Basic Education Program	1,249,700	\$104,142	\$104,142	\$104,142	\$104,142	\$104,142	\$104,142	\$104,142	\$104,142	\$104,142	\$104,142	\$104,142	1,249,700	-	
BEP Transportation Component	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
BEP Capital Outlay	24,994	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	24,994	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Federal Revenues															
Title I	45,092	\$0	\$0	\$11,273	\$0	\$0	\$11,273	\$0	\$0	\$11,273	\$0	\$0	\$11,273	45,092	
Title II	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Title III	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
NSLP	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
E-Rate	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
CSP Startup Grant	333,333	\$0	\$0	\$83,333	\$0	\$0	\$83,333	\$0	\$0	\$83,333	\$0	\$0	\$83,333	333,333	
Other	14,297	\$1,191	\$1,191	\$1,191	\$1,191	\$1,191	\$1,191	\$1,191	\$1,191	\$1,191	\$1,191	\$1,191	14,297		
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
School Activity Revenues															
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Fundraising & Philanthropy															
Other	500,000	\$125,000	\$0	\$0	\$125,000	\$0	\$0	\$125,000	\$0	\$0	\$125,000	\$0	\$0	500,000	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	

Assumption Notes

Assumption Notes

Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-

Total Revenues	2,167,416	232,416	107,416	202,022	232,416	107,416	202,022	232,416	107,416	202,022	232,416	107,416	202,022	2,167,416	-
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Compensation

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

Compensation

Principal/School Leader	110,000	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	110,000	-	-	-
Assistant Principal	90,000	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	90,000	-	-	-
Special Education Coordinator	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Deans, Directors	210,000	\$17,500	\$17,500	\$17,500	\$17,500	\$17,500	\$17,500	\$17,500	\$17,500	\$17,500	\$17,500	\$17,500	\$17,500	210,000	-	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Total Administrative Compensation	410,000	34,167	34,167	34,167	34,167	34,167	34,167	34,167	34,167	34,167	34,167	34,167	34,167	410,000	-	-	-

Assumption Notes

Instructional Staff

Teachers	180,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	180,000	-	-	-
Special Education Teachers	120,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	120,000	-	-	-
Educational Assistants/Aides	120,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	120,000	-	-	-
Elective Teachers	60,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	60,000	-	-	-
Other (Specify in Assumptions)	30,000	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	30,000	-	-	-
Total Instructional Compensation	510,000	42,500	42,500	42,500	42,500	42,500	42,500	42,500	42,500	42,500	42,500	42,500	42,500	510,000	-	-	-

Non-Instructional Staff

Clerical Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Custodial Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Operations	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Social Workers/Counseling	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Total Non-Instructional	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-

Other Compensation

Other Compensation	19,250	\$1,604	\$1,604	\$1,604	\$1,604	\$1,604	\$1,604	\$1,604	\$1,604	\$1,604	\$1,604	\$1,604	\$1,604	19,250	-	-	-
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-

Total Compensation

Total Compensation	939,250	78,271	78,271	78,271	78,271	78,271	78,271	78,271	78,271	78,271	78,271	78,271	78,271	939,250	-
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Employer Benefits & Taxes

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

Social Security	58,234	\$4,853	\$4,853	\$4,853	\$4,853	\$4,853	\$4,853	\$4,853	\$4,853	\$4,853	\$4,853	\$4,853	\$4,853	58,234	-	-	-
Medicare	13,619	\$1,135	\$1,135	\$1,135	\$1,135	\$1,135	\$1,135	\$1,135	\$1,135	\$1,135	\$1,135	\$1,135	\$1,135	13,619	-	-	-
State Unemployment	6,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	6,000	-	-	-
Disability/Life Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Workers Compensation Insurance	4,696	\$391	\$391	\$391	\$391	\$391	\$391	\$391	\$391	\$391	\$391	\$391	\$391	4,696	-	-	-
Other Fringe Benefits	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Medical Insurance	68,850	\$5,738	\$5,738	\$5,738	\$5,738	\$5,738	\$5,738	\$5,738	\$5,738	\$5,738	\$5,738	\$5,738	\$5,738	68,850	-	-	-
Dental Insurance	4,590	\$383	\$383	\$383	\$383	\$383	\$383	\$383	\$383	\$383	\$383	\$383	\$383	4,590	-	-	-
Vision Insurance	3,060	\$255	\$255	\$255	\$255	\$255	\$255	\$255	\$255	\$255	\$255	\$255	\$255	3,060	-	-	-
TCRS Certified Legacy	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
TCRS Certified Hybrid	47,633	\$3,969	\$3,969	\$3,969	\$3,969	\$3,969	\$3,969	\$3,969	\$3,969	\$3,969	\$3,969	\$3,969	\$3,969	47,633	-	-	-
TCRS Classified Legacy	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
TCRS Classified Hybrid	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Other Classified Retirement	61,500	\$5,125	\$5,125	\$5,125	\$5,125	\$5,125	\$5,125	\$5,125	\$5,125	\$5,125	\$5,125	\$5,125	\$5,125	61,500	-	-	-
Other Retirement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Total Employer Benefits & Taxes	268,181	22,348	22,348	22,348	22,348	22,348	22,348	22,348	22,348	22,348	22,348	22,348	22,348	268,181	-		

Assumption Notes

Operating Expenses

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Contracted Services

Professional Development	9,750	\$813	\$813	\$813	\$813	\$813	\$813	\$813	\$813	\$813	\$813	\$813	\$813	9,750	-	-	-
Financial Services	6,660	\$555	\$555	\$555	\$555	\$555	\$555	\$555	\$555	\$555	\$555	\$555	\$555	6,660	-	-	-
Audit Services	2,700	\$225	\$225	\$225	\$225	\$225	\$225	\$225	\$225	\$225	\$225	\$225	\$225	2,700	-	-	-
Legal Fees	450	\$38	\$38	\$38	\$38	\$38	\$38	\$38	\$38	\$38	\$38	\$38	\$38	450	-	-	-
Copier Lease and Usage	10,400	\$867	\$867	\$867	\$867	\$867	\$867	\$867	\$867	\$867	\$867	\$867	\$867	10,400	-	-	-
Internet and Phone Service	16,500	\$1,375	\$1,375	\$1,375	\$1,375	\$1,375	\$1,375	\$1,375	\$1,375	\$1,375	\$1,375	\$1,375	\$1,375	16,500	-	-	-
Cell Phone Service	4,973	\$414	\$414	\$414	\$414	\$414	\$414	\$414	\$414	\$414	\$414	\$414	\$414	4,973	-	-	-

Assumption Notes

Payroll Services	1,020	\$85	\$85	\$85	\$85	\$85	\$85	\$85	\$85	\$85	\$85	\$85	\$85	\$85	1,020	-	Payroll Services
Health Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Health Services
Transportation	68,500	\$5,708	\$5,708	\$5,708	\$5,708	\$5,708	\$5,708	\$5,708	\$5,708	\$5,708	\$5,708	\$5,708	\$5,708	\$5,708	68,500	-	Transportation
IT Services	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	-	IT Services
Contracted SPED Services	22,500	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	22,500	-	Contracted SPED Services
Insurance	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	-	Insurance
Postal Charges	270	\$23	\$23	\$23	\$23	\$23	\$23	\$23	\$23	\$23	\$23	\$23	\$23	\$23	270	-	Postal Charges
Bank Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Bank Charges

Supplies & Materials

Textbooks and Instructional Supplies	9,000	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	9,000	-	Textbooks and Instructional Supplies
Education Software	5,400	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	5,400	-	Education Software
Student Supplies	7,200	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	7,200	-	Student Supplies
Faculty Supplies	1,800	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	1,800	-	Faculty Supplies
Library Books	4,500	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	4,500	-	Library Books
Testing & Evaluation	1,800	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	1,800	-	Testing & Evaluation
Student Laptops	27,850	\$2,321	\$2,321	\$2,321	\$2,321	\$2,321	\$2,321	\$2,321	\$2,321	\$2,321	\$2,321	\$2,321	\$2,321	\$2,321	27,850	-	Student Laptops
Faculty Laptops	25,838	\$2,153	\$2,153	\$2,153	\$2,153	\$2,153	\$2,153	\$2,153	\$2,153	\$2,153	\$2,153	\$2,153	\$2,153	\$2,153	25,838	-	Faculty Laptops
Office Supplies	6,840	\$570	\$570	\$570	\$570	\$570	\$570	\$570	\$570	\$570	\$570	\$570	\$570	\$570	6,840	-	Office Supplies
Printing Paper	9,000	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	9,000	-	Printing Paper
Marketing Materials	3,600	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	3,600	-	Marketing Materials
Student Uniforms	2,250	\$188	\$188	\$188	\$188	\$188	\$188	\$188	\$188	\$188	\$188	\$188	\$188	\$188	2,250	-	Student Uniforms
Gifts & Awards - Students	3,600	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	3,600	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Gifts & Awards - Teachers and Staff
Health Supplies	450	\$38	\$38	\$38	\$38	\$38	\$38	\$38	\$38	\$38	\$38	\$38	\$38	\$38	450	-	Health Supplies

Facility Related Expenses

Rent	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Rent
Utilities	27,500	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	27,500	-	Utilities
Custodial	21,000	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	21,000	-	Custodial
Waste	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Waste
Faculty Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Faculty Furniture
Student Furniture	22,500	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	22,500	-	Student Furniture
Internet/Network Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Internet/Network Equipment
Other Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other Equipment
Building Decorum	3,780	\$315	\$315	\$315	\$315	\$315	\$315	\$315	\$315	\$315	\$315	\$315	\$315	\$315	3,780	-	Building Decorum
Tenant Improvements	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Tenant Improvements
Other	10,000	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	10,000	-	Other
Other	21,000	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	21,000	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other

Other Charges

Staff Recruitment	3,000	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	3,000	-	Staff Recruitment
Student Recruitment & Community En	3,000	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	3,000	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	1,080	\$90	\$90	\$90	\$90	\$90	\$90	\$90	\$90	\$90	\$90	\$90	\$90	\$90	1,080	-	Parent Meetings
Authorizer Fee	49,988	\$4,166	\$4,166	\$4,166	\$4,166	\$4,166	\$4,166	\$4,166	\$4,166	\$4,166	\$4,166	\$4,166	\$4,166	\$4,166	49,988	-	Staff Meetings
Other	30,000	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	30,000	-	Other

Debt Service

Other	369,000	30,750	30,750	30,750	30,750	30,750	30,750	30,750	30,750	30,750	30,750	30,750	30,750	30,750	369,000	-	To service new debt for a new building
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Total Operating Expenses

	844,698	70,391	70,391	70,391	70,391	70,391	70,391	70,391	70,391	70,391	70,391	70,391	70,391	70,391	844,698	-	
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Total Expenses

	2,052,129	171,011	171,011	171,011	171,011	171,011	171,011	171,011	171,011	171,011	171,011	171,011	171,011	171,011	2,052,129	-	
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KIPP Nashville Elementary School
New Charter School Application Budget Template
Year 2 Through 5 Budget

Revenue Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
	2024-25	2025-26	2026-27	2027-28	2028-29
Annual Revenue Increase	0.00%	2.00%	2.00%	2.00%	2.00%
Cumulative Increase	100.00%	102.00%	104.04%	106.12%	108.24%

State Revenues

Assumption

Assumption Notes

Basic Education Program	\$14,315	1,249,700	\$2,549,387	\$3,900,562	\$5,231,087	\$6,613,273	Updated to grow with enrollment. 2% increase in funding rate
BEP Transportation Component	\$0	-	\$0	\$0	\$0	\$0	
BEP Capital Outlay	\$286	24,994	\$50,988	\$78,011	\$104,622	\$132,265	Updated to grow with enrollment. 2% increase in funding rate
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Federal Revenues

Assumption

Assumption Notes

Title I	\$1,066	45,092	\$90,184	\$135,275	\$177,862	\$220,449	Updated to grow with enrollment. 0% increase in funding rate
Title II	\$0	-	\$0	\$0	\$0	\$0	
Title III	\$0	-	\$0	\$0	\$0	\$0	
NSLP	\$0	-	\$0	\$0	\$0	\$0	
E-Rate	\$0	-	\$0	\$0	\$0	\$0	
CSP Startup Grant	\$333,333	333,333	\$333,333	\$0	\$0	\$0	3rd year of CSP grant
Other	\$1,222	14,297	\$28,595	\$42,892	\$56,395	\$69,898	IDEA. Updated to grow with SPED enrollment. 0% increase in funding rate
Other	\$0	-	\$0	\$0	\$0	\$0	

School Activity Revenues

Assumption

Assumption Notes

Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Fundraising & Philanthropy

Assumption

Assumption Notes

Other	\$0	500,000	\$400,000	\$300,000	\$250,000	\$200,000	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Total Revenues

2,167,416 3,452,486 4,456,741 5,819,966 7,235,886

Compensation

Year 1	Year 2	Year 3	Year 4	Year 5
2024-25	2025-26	2026-27	2027-28	2028-29

Administrative Staff

Assumption Notes

Principal/School Leader	110,000	112,200	114,444	116,733	119,068
Assistant Principal	90,000	91,800	187,272	191,017	194,838
Special Education Coordinator	-	61,200	62,424	63,672	64,946
Deans, Directors	210,000	214,200	218,484	222,854	227,311
Other (Specify in Assumptions)	-	-	-	-	-
Total Administrative Compensation	410,000	479,400	582,624	594,276	606,162

Instructional Staff

Assumption Notes

Teachers	180,000	428,400	624,240	827,742	1,039,135
Special Education Teachers	120,000	244,800	312,120	382,035	389,676
Educational Assistants/Aides	120,000	204,000	208,080	212,242	259,784
Elective Teachers	60,000	122,400	187,272	191,017	324,730
Other (Specify in Assumptions)	30,000	61,200	62,424	63,672	129,892
Total Instructional Compensation	510,000	1,060,800	1,394,136	1,676,709	2,143,216

Non-Instructional Staff

Assumption Notes

Clerical Staff	-	-	46,818	47,754	97,419
Custodial Staff	-	-	-	-	-

Operations	-	56,100	57,222	58,366	119,068	
Social Workers/Counseling	-	-	57,222	58,366	119,068	
Other (Specify in Assumptions)	-	-	-	-	-	
Total Non-Instructional Compensation	-	56,100	161,262	164,487	335,554	
Other Compensation	19,250	19,635	20,428	21,679	23,466	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Total Compensation	939,250	1,615,935	2,158,450	2,457,151	3,108,397	

Employer Benefits & Taxes

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	
Social Security	58,234	100,188	133,824	152,343	192,721	
Medicare	13,619	23,431	31,298	35,629	45,072	
State Unemployment	6,000	10,800	14,000	15,600	20,000	
Disability/Life Insurance	-	-	-	-	-	
Workers Compensation Insurance	4,696	8,080	10,792	12,286	15,542	
Other Fringe Benefits	-	-	-	-	-	
Medical Insurance	68,850	126,409	167,140	189,967	248,418	
Dental Insurance	4,590	4,682	4,775	4,871	4,968	
Vision Insurance	3,060	3,121	3,184	3,247	3,312	
TCRS Certified Legacy	-	-	-	-	-	
TCRS Certified Hybrid	47,633	97,239	127,311	152,855	195,001	
TCRS Classified Legacy	-	-	-	-	-	
TCRS Classified Hybrid	-	-	-	-	-	
Other Classified Retirement	61,500	71,910	87,394	89,141	90,924	
Other Retirement	-	-	-	-	-	
Total Employer Benefits & Taxes	268,181	445,859	579,717	655,939	815,959	

Assumption Notes

Operating Expenses

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	
Annual Expense Increase	0.00%	2.00%	2.00%	2.00%	2.00%	
Cumulative Increase	100.00%	102.00%	104.04%	106.12%	108.24%	
Contracted Services						
Professional Development	\$650	9,750	\$17,901	\$23,669	\$26,902	\$35,179 per FTE
Financial Services	\$74	6,660	\$13,586	\$20,787	\$27,878	\$35,244 per student
Audit Services	\$30	2,700	\$5,508	\$8,427	\$11,302	\$14,288 per student
Legal Fees	\$5	450	\$918	\$1,405	\$1,884	\$2,381 per student
Copier Lease and Usage	\$60	10,400	\$21,216	\$27,258	\$38,522	\$44,813 per student + \$5,000 per copier
Internet and Phone Service	\$16,500	16,500	\$16,830	\$17,167	\$17,510	\$17,860 per year
Cell Phone Service	\$332	4,973	\$9,130	\$12,071	\$13,720	\$17,941 per FTE
Payroll Services	\$68	1,020	\$1,873	\$2,476	\$2,814	\$3,680 per FTE
Health Services	\$0	-	\$0	\$0	\$0	-
Transportation	\$34,250	68,500	\$104,805	\$142,535	\$145,385	\$148,293 per bus
IT Services	\$15,000	15,000	\$15,300	\$15,606	\$15,918	\$16,236 per year
Contracted SPED Services	\$250	22,500	\$45,900	\$70,227	\$94,182	\$119,068 per student
Insurance	\$15,000	15,000	\$15,300	\$15,606	\$15,918	\$16,236 per year
Postal Charges	\$3	270	\$551	\$843	\$1,130	\$1,429 per student
Bank Charges	\$0	-	\$0	\$0	\$0	-
Supplies & Materials						
Textbooks and Instructional Supplies	\$100	9,000	\$18,360	\$28,091	\$37,673	\$47,627 per student
Education Software	\$60	5,400	\$11,016	\$16,854	\$22,604	\$28,576 per student
Student Supplies	\$80	7,200	\$14,688	\$22,473	\$30,138	\$38,102 per student
Faculty Supplies	\$20	1,800	\$3,672	\$5,618	\$7,535	\$9,525 per student
Library Books	\$50	4,500	\$9,180	\$14,045	\$18,836	\$23,814 per student
Testing & Evaluation	\$20	1,800	\$3,672	\$5,618	\$7,535	\$9,525 per student
Student Laptops	\$265	27,850	\$36,435	\$45,352	\$53,205	\$62,315 per student + cart
Faculty Laptops	\$1,325	25,838	\$27,165	\$25,503	\$22,076	\$37,290 per FTE + 1/3rd refresh
Office Supplies	\$76	6,840	\$13,954	\$21,349	\$28,631	\$36,197 per student
Printing Paper	\$100	9,000	\$18,360	\$28,091	\$37,673	\$47,627 per student
Marketing Materials	\$40	3,600	\$7,344	\$11,236	\$15,069	\$19,051 per student

Student Uniforms	\$25	2,250	\$4,590	\$7,023	\$9,418	\$11,907	per student
Gifts & Awards - Students	\$40	3,600	\$7,344	\$11,236	\$15,069	\$19,051	Per student. Includes field trips and student store
Gifts & Awards - Teachers and Staff	\$0	-	\$0	\$0	\$0	\$0	-
Health Supplies	\$5	450	\$918	\$1,405	\$1,884	\$2,381	per student
Facility Related Expenses							
Rent	\$0	-	\$0	\$0	\$0	\$0	-
Utilities	\$0	27,500	\$46,500	\$62,500	\$90,000	\$91,800	per year
Custodial	\$0	21,000	\$33,000	\$42,000	\$63,000	\$64,260	per year
Waste	\$0	-	\$0	\$0	\$0	\$0	-
Faculty Furniture	\$50,000	-	\$0	\$0	\$53,060	\$54,122	replacement furniture, per year
Student Furniture	\$22,500	22,500	\$22,950	\$22,950	\$22,950	\$22,950	per year
Internet/Network Equipment	\$0	-	\$0	\$0	\$0	\$0	-
Other Equipment	\$0	-	\$0	\$0	\$0	\$0	-
Building Decorum	\$42	3,780	\$7,711	\$11,798	\$15,823	\$20,003	per student
Tenant Improvements	\$0	-	\$0	\$0	\$0	\$0	-
Other	\$0	10,000	\$15,000	\$15,606	\$16,561	\$17,926	Security, per year
Other	\$0	21,000	\$33,000	\$42,500	\$60,500	\$61,710	Maintenance, per year
Other	\$0	-	\$0	\$0	\$0	\$0	-
Other	\$0	-	\$0	\$0	\$0	\$0	-
Other	\$0	-	\$0	\$0	\$0	\$0	-
Other Charges							
Staff Recruitment	\$200	3,000	\$3,060	\$3,060	\$3,060	\$3,060	per FTE
Student Recruitment & Community Engagement	\$3,000	3,000	\$3,060	\$3,060	\$3,060	\$3,060	per year
Parent & Staff Meetings	\$12	1,080	\$2,203	\$3,371	\$4,521	\$5,715	per student
Authorizer Fee	\$0	49,988	\$101,975	\$156,022	\$209,243	\$264,531	4% of BEP
Other	\$30,000	30,000	\$30,600	\$30,600	\$30,600	\$30,600	per year; KIPP licensing fee
Debt Service							
Other	\$0	369,000	\$434,300	\$721,900	\$899,900	\$999,400	To service new debt for a new building
Other	\$0	-	\$0	\$0	\$0	\$0	-
Other	\$0	-	\$0	\$0	\$0	\$0	-
Other	\$0	-	\$0	\$0	\$0	\$0	-
Other	\$0	-	\$0	\$0	\$0	\$0	-
Other	\$0	-	\$0	\$0	\$0	\$0	-
Total Operating Expenses		844,698	1,178,875	1,717,339	2,192,690	2,504,774	
Total Expenses		2,052,129	3,240,669	4,455,506	5,305,780	6,429,131	

**KIPP Nashville Elementary School
New Charter School Application Budget Template
Year 0 & Years 1 through 5 Summary**

Revenue Assumptions

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Starting Fund Balance	-	290,218	405,504	617,321	618,556	1,132,742
State Revenues	-	1,274,693	2,600,375	3,978,573	5,335,709	6,745,538
Federal Revenues	333,333	392,722	452,111	178,168	234,257	290,347
School Activity Revenues	-	-	-	-	-	-
Fundraising & Philanthropy	100,000	500,000	400,000	300,000	250,000	200,000
Total Revenues	433,333	2,167,416	3,452,486	4,456,741	5,819,966	7,235,886
Staffing	110,000	939,250	1,615,935	2,158,450	2,457,151	3,108,397
Employer Benefits & Taxes	29,561	268,181	445,859	579,717	655,939	815,959
Contracted Services	954	173,723	268,817	358,077	413,065	472,649
Supplies & Materials	2,600	109,128	176,698	243,894	307,346	392,988
Facility-Related Expenses	-	105,780	158,161	197,354	321,894	332,771
Other Charges	-	87,068	140,899	196,113	250,484	306,966
Debt Service	-	369,000	434,300	721,900	899,900	999,400
Total Expenses	143,115	2,052,129	3,240,669	4,455,506	5,305,780	6,429,131
Net Income	290,218	115,286	211,817	1,234	514,186	806,755
Ending Fund Balance	290,218	405,504	617,321	618,556	1,132,742	1,939,497

3.2 Budget Narrative (Attachment O) - ES

As **Attachment O**, present a budget narrative including detailed descriptions of budget assumptions, and revenue and expenditure projections, reflecting proposed growth over time. In this section include:

(a) How the proposed budget is adequate to ensure the proposed school model can be implemented fully and how it supports your theory of action concerning student achievement;

The proposed budget shows a trend of an improving net income as KSNCP-ES reaches full scale in FY29 and the establishment of a strong fund balance in the out years. In the growth stages as the school reaches full scale, KSNCP-ES will utilize funds raised from the KIPP Nashville growth campaign to ensure that the academic and operational model can be sufficiently employed and that the school does not have any monthly cash flow shortages.

(b) An explanation of student enrollment and BEP projections;

Enrollment Assumptions					
	Year 1	Year 2	Year 3	Year 4	Year 5
	2024-25	2025-26	2026-27	2027-28	2028-29
Kinder	90	90	90	90	90
1st Grade	0	90	90	90	90
2nd Grade	0	0	90	90	90
3rd Grade	0	0	0	85	85
4th Grade					85
Total Enrollment	90	180	270	355	440
Projected BEP Rate	\$14,315	\$14,601	\$14,893	\$15,191	\$15,495

KSNCP-ES will grow by one grade each year, starting in FY25. We assume that in grades K-2, we will fully backfill any open seats which is an assumption based on the demand—and robust waitlist—of KIPP Antioch College Prep Middle. For grades 3 and 4, we will fill classes to 85 students unless lack of attrition drives enrollment above 85. Once KSNCP-ES reaches full enrollment in FY29, we project the school will have 440 students.

Our BEP assumptions are based on the current rate (as of December 2022) of \$10,489. We then project a BEP growth rate of 2% annually which is conservative relative to the ~4-8% BEP rate growth that schools have seen the past three years.

(c) An explanation of all anticipated funding sources, including grants, state, federal, and local per-pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;

Sources of Funding
State Revenue
Basic Education Program
Basic Education Program – Capital Outlay
State Charter Expansion Grants
Federal Revenue
Title I
IDEA
CSP Startup Grant
Fundraising
Growth Campaign Fundraising

Prior to Year 0, KSNCP-ES will apply for the federal Charter School Planning grant through the KIPP Foundation. This grant will be issued through a competitive process. The KIPP Foundation has been very successful in winning this grant for new KIPP charter schools across the country, and we were awarded this grant for KIPP Nashville College Prep Middle School, KIPP Kirkpatrick Elementary Schools, KIPP Antioch College Prep Elementary School, and KIPP Antioch College Prep Middle School. The revenue model assumes the grant will be received in three annual installments of \$333K, starting in FY25.

The primary source of recurring school funding will come from the BEP program and BEP Capital Outlay program. Excluding the CSP funding and any fundraising amounts, this will account for ~95% of total school funding. The school also anticipates the receipt of both Federal Title and IDEA funding.

To date, KIPP’s efforts in Nashville have been actively supported by several foundations including the Scarlett Family Foundation, the Sam Fleming Foundation, the Care Foundation, and the Clarcor Foundation. In addition, a number of highly supportive individuals have each given over \$100K in the last several years. Finally, local corporations including Asurion have become close partners in helping to fund KIPP Nashville’s mission. This support has positioned the organization to raise over \$500,000 a year to fund the ongoing operations of KIPP Nashville and KIPP Nashville is mid-way through a \$25M fundraising growth campaign to fund the organization’s growth over the next five years. Based on the existing base of donors and the cash requirements to fund the start-up costs of KSNCP-ES during the growth stages as the school builds to capacity, KIPP Nashville is confident with ensuring that it has the necessary contingency funding to support and execute against the educational model and rich set of programs required to deliver on its mission.

(d) An explanation of all anticipated expenditures including those identified in Section 3.1(d);

Salaries and Benefits:

- Excluding debt service, Salaries and Benefits account for ~70% of total expenses. In Year 0, we anticipate hiring one Principal and subsequently adjusting the administrative and operational staffing structure accordingly with growth (i.e. Dean/Director level positions) while increasing student-interfacing positions proportionately with enrollment increases (i.e. Teachers, Special Education, Interventionists, etc.). We are using a 2% Cost of Living Adjustment (COLA) factor.
- In aggregate, benefits—including FICA, SUI, Workers Compensation, Health insurance, and TCRS/Metro Government retirement benefits—are ~25% of compensation for KSNCP-ES, which is in line with our other KIPP Nashville schools.
- In addition, KIPP Nashville Regional costs from our School Support Team will be allocated on a per student basis to each school within the KIPP Nashville network. Once KSNCP-MS reaches full scale, this allocation will be in excess of \$500K.

Contracted Services:

- Professional Development: The school has budgeted \$650 per staff member per year.
- Financial Services: The school has budgeted \$74 per staff member per year to account for payroll management.
- Audit Services: The school has budgeted \$30 per student per year for our auditor;.
- Copier Lease and Usage: The school has budgeted \$60 per student related to copier usage (and paper usage) per year. We also included an assumption that the need for copiers increases proportionately with enrollment growth.
- IT Services: KSNCP-ES will outsource its IT services. We have assumed that this will be \$15,000 per year, increasing by COLA.
- Contracted SpEd Services: KSNCP-MS will outsource aspects of its special education support to a provider. We have budgeted \$250 per student, which at full scale equates to \$120K annually for Contracted SpEd.
- Insurance: The school has budgeted \$15K per annum for insurance, which includes General Liability and Property Insurance, amongst other policies.

Supplies and Materials:

- Textbooks: The school has budgeted \$100 per new student for textbooks, with the assumption that textbooks will need to be refreshed every five years.
- Education Software: The school has budgeted \$60 per student for education software.
- Student Laptops: The school has budgeted \$265 per new student for student laptops, with the assumption that the refresh cycle for laptops occurs every three years.
- Faculty Laptops: The school has budgeted \$1,325 per new FTE for faculty laptops, with the assumption that the refresh cycle for laptops occurs every three years.
- Office Supplies: The school has budgeted \$76 per student for Office Supplies.
- Gifts and Awards–Students: As part of the school’s School Culture, the school has budgeted \$40 per student for Gifts and Awards.

Facilities:

- Utilities: The school has budgeted \$90K, increasing by COLA each year, for utilities.
- Custodial: The school has budgeted \$63K, increasing by COLA each year, for custodial services.
- Faculty Furniture: The school has budgeted \$50K, increasing by COLA, for the purchase and replacement of faculty furniture.
- Internet/Network Equipment: The school has budgeted \$20K per annum, increasing by COLA for the installation and replacement of network equipment, including wireless access points, cabling, etc.
- Building Maintenance: The school has budgeted \$60K per annum, increasing by COLA, for recurring building maintenance.
- Transportation Expenses: The school anticipates having a busing program and we have budgeted ~\$34K per bus route managed at the regional level
- Depreciation: Depreciation related to our capital and facility investments is not currently included in the charter application.

Other:

- Authorizer Fee: The school has budgeted ~\$55K per annum for its annual authorizer fee.

Debt Service:

- The school has assumed that it will incubate at our future high school and ultimately purchase its own facility and that there will be a commensurate amount of interest expense per annum. The new debt service would be for a new building.

(e) The systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls;

KIPP Nashville's fiscal policies and procedures are included in Attachment F.

(f) How the proposed school will provide an independent annual audit of school-level operations and comply with other federal or state accounting and/or reporting requirements;

The school has contracted with an auditor to complete the financial and internal control audit for the school to be submitted to its authorizer by December 31 each year.

(g) The different roles and responsibilities of the proposed school's administration and governing board for school finances;

All KIPP schools are part of the same KIPP Nashville 501(c)(3) and therefore share the same governing board, the KIPP Nashville Board of Directors. Each school's budget is managed by a school-based Director of Operations and overseen and guided by the SST finance team. The CFO directly reports to the Executive Director and the is a Board-directed Finance Committee, to which the CFO reports six times per year. The CFO reports to the Board of Directors four times per year.

(h) If there is a plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose and oversee the contractors;

KIPP Nashville does outsource payroll and benefits management to Your CFO to GO and has maintained that partnership for nearly 10 years.

Additionally, KIPP Nashville contracts with Level Field Financial Consultants to support on long term financial and real estate planning.

(i) The level of financial expertise of the proposed school's internal and external team members;

Dan Gennaoui, Chief Financial Officer

Dan Gennaoui serves as the current CFO for KIPP Nashville and has been in the role for the last 3 years. He was previously the Chief Operating Officer at KIPP Nashville. Prior to joining KIPP, Dan managed operations for six elementary schools in Brooklyn, NY as part of Uncommon Schools. Dan is also a former middle school teacher having taught in the Bronx, NY and New Orleans, LA. Dan earned his MBA from Columbia Business School and has a master's degree from Bank Street College of Education. He earned his bachelor's degree from Cornell University.

Katie Foley, Financial Controller

Katie Foley serves as the financial controller at KIPP Nashville, working to ensure compliance and accurate reporting of financial matters and federal funding. Before KIPP, Katie was an accounting lead of charter school and healthcare clients at LBMC W Squared, managing the outsourced monthly financial statement presentation, and was also an assurance staff at EY. Katie earned her bachelor's degree in accounting and marketing and a master's degree in accounting from The University of Alabama and is a Certified Public Accountant.

Cordarell Cobb: Manager of Accounting

Cordarell Cobb serves as the manager of accounting for KIPP Nashville overseeing accounting systems, transactions, vendor management and preparation of financial statements. Cordarell additionally serves in the Army National Guard with a specialization in human resources. Before joining KIPP Nashville, Cordarell was an accountant at Bridgestone. He earned a bachelor's degree in business administration from Tennessee State University and an MBA from the University of Phoenix.

(j) The proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;

The school has access to a \$2.5M line of credit that it can utilize for any projected cash flow shortage. Regionally, KIPP Nashville has embarked on an aggressive growth campaign as it expands and has raised committed funds of \$15M out of its goal of \$25M that KSNCP-ES will have access to; a portion of these fundraising dollars will be deployed during the growth stages of the school. Lastly, KIPP Nashville has accrued significant reserves over the last 5 years that can be utilized to support the school as needed. Certainly, if the funding landscape changed very significantly in a negative direction, we would re-evaluate the overall program to ensure a sustainable and effective program for the long run.

(k) The Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening; and

The school has access to a \$2.5M line of credit that it can utilize for any projected cash flow shortage. Regionally, KIPP Nashville has embarked on an aggressive growth campaign as it expands and has raised committed funds of \$15M out of its goal of \$25M that KSNCP-ES will have access to; a portion of these fundraising dollars will be deployed during the growth stages of the school. Lastly, KIPP Nashville has accrued significant reserves over the last 5 years that can be utilized to support the school as needed.

(c) How one or more high-needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

The school budget includes significant levels of services for high needs students including a paraprofessional. Were the needs to exceed to current budgeted allotment, the KIPP team would pull upon a shared fund through specifically for special needs students.

MNPS School Enrollment and Utilization

	Oct. 17/18	Oct. 18/19	Oct. 19/20	Oct. 20/21	Oct. 21/22	Proj. 22/23	25-26 Projection	30-31 Projection	Capacity	22/23 Utilization	5 yr Utilization
Antioch Cluster											
J E Moss Elementary School	839	763	764	695	706	655	701	719	755	86.8%	92.8%
Lakeview Design Center	590	571	561	559	574	562	617	629	640	87.8%	96.4%
Mt. View Elementary	669	682	685	702	683	700	901	927	735	95.2%	122.6%
Thomas A. Edison Elementary School	727	718	804	613	609	554	682	701	656	84.5%	104.0%
Smith Springs Elementary School	611	625	647	668	667	693	738	753	828	83.7%	89.1%
Una Elementary School	796	743	715	680	630	667	693	710	773	86.3%	89.7%
Elementary Cluster Totals	4,232	4,102	4,176	3,917	3,869	3,831	4,332	4,439	4,387	87.3%	98.7%
Apollo Middle School	828	839	814	762	724	694	568	458	843	82.3%	67.4%
J. F. Kennedy Middle School	786	793	807	775	819	790	679	702	899	87.9%	75.5%
Margaret Allen Middle School	444	426	490	430	391	292	336	299	551	53.0%	61.0%
Middle School Cluster Totals	2,058	2,058	2,111	1,967	1,934	1,776	1,583	1,459	2,293	77.5%	69.0%
Antioch High School	2,047	1,961	1,963	1,890	2,046	2,098	2,047	2,013	2,075	101.1%	98.7%
Antioch Cluster School Totals	8,337	8,121	8,250	7,774	7,849	7,705	7,962	7,911	8,755	88.0%	90.9%
Cane Ridge Cluster											
A.Z. Kelley Elementary School	805	840	854	740	737	723	870	893	833	86.8%	104.4%
Cane Ridge Elementary School	1,023	581	601	604	643	627	643	658	785	79.9%	81.9%
Cole Elementary School	808	743	763	802	814	759	786	803	781	97.2%	100.6%
Eagle View Elementary School		503	642	629	635	588	609	623	783	75.1%	77.8%
Henry Maxwell Elementary School	648	592	591	571	558	534	634	650	658	81.2%	96.4%
Elementary Cluster Totals	3,284	3,259	3,451	3,346	3,387	3,231	3,542	3,627	3,840	84.1%	92.2%
Antioch Middle School	772	765	787	661	642	672	687	698	742	90.6%	92.6%
Marshall Middle School	917	935	948	877	813	736	642	643	911	80.8%	70.5%
Middle School Cluster Totals	1,689	1,700	1,735	1,538	1,455	1,408	1,329	1,341	1,653	85.2%	80.4%
Cane Ridge High School	1,856	1,734	1,852	1,794	1,901	1,990	2,002	1,867	1,722	115.6%	116.3%
Cane Ridge Cluster School Totals	6,829	6,693	7,038	6,678	6,743	6,629	6,873	6,835	7,215	91.9%	95.3%
Charter Schools											
Aventura						120	300	955	955	12.6%	31.4%
Intrepid	492	574	699	890	827	870	860	860	889	97.9%	96.7%
Knowledge Academy HS	288	356	161	147	181	212	200	462	462	45.9%	43.3%
KA @ The Crossings	202	306	190	117	103	146	150	420	420	34.8%	35.7%
KIPP Nashville ES (Antioch) - State		100	297	450	566	704	700	700	700	100.6%	100.0%
KIPP Nashville MS (Antioch) - State			125	250	396	528	528	528	528	100.0%	100.0%
Nashville Collegiate Prep - State					470	415	700	700	700	59.3%	100.0%
Rocketship 3						550	550	550	560	98.2%	98.2%

KIPP Nashville College Prep Elementary School

A Proposed Metropolitan Nashville Public Charter School

Charter School Application

KIPP  **Nashville**
Work hard. Be nice. Be honest.

April 1, 2013

For questions or additional information,
please contact:
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Assurances

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for KIPP Nashville College Prep Elementary school is true to the best of my knowledge and belief; and 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 follow all federal, state and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-105;
3. will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. 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;
5. 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;
6. will comply with all provisions of the Charter Schools Act, including, but not limited to
 - a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
 - b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504) (guidance is available from the [Office of Open Records Counsel](#));
 - c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;
 - d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120 and 127;
 - e. requiring 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 T.C.A. § 8-19-101; and
7. will, at all times, maintain all necessary and appropriate insurance coverage.

Signature

Name of Authorized Signer

Title of Authorized Signer

Charter School Application

Introduction

This application provides sponsors the opportunity to demonstrate their capacity to design and implement academic and business plans, and to do so as good stewards of public funds. The application should be a plan for helping all students at the school prepare for post-secondary success in education, work and citizenship. It should also be similar to an operations manual, showing future students, families, teachers and school staff what success will look like when the school opens and several years down the road.

The application is divided into three sections: academic, operational and financial. Decisions to approve or deny, revoke or renew charters are based on the sponsor or governing body's academic, operational and financial performance, including compliance with the law and the charter agreement. Academic program capacity and performance are the most critical factor in evaluating applications and schools. However, operational performance and financial stability directly affect a school's ability to help students succeed in the academic program. Thus, the application should manifest alignment across each section and address the best interests of the pupils, school district or community," T.C.A. § 49-13-108

Section 1: Academic Plan Design and Capacity

I. School Mission and Goals

Mission and Goals

Describe the mission and goals of the proposed school. Include a rationale for the grades served, grades upon opening and an enrollment growth plan. If you choose to, explain how the mission and vision of this school addresses any priorities set by the chartering authority. In the narrative,

- Identify the targeted student population and the demographics of the community to be served.
- Articulate clear guiding purposes and priorities and how the school will know it is achieving them.
- Identify specific barriers and/or school needs that may impact student achievement. Explain how your school will help students overcome those specific barriers.

Vision and Mission

KIPP Nashville College Prep Elementary School (KNCPE) will be part of the highly successful national network of Knowledge is Power Program (KIPP) schools that provide college preparatory education to more than 41,000 students in 125 schools located in 20 states and the District of Columbia. More than 85% of KIPP students, nationally, are eligible for the federal free and reduced-price meals program and more than 95% are African American or Hispanic/Latino. KNCPE will be the fourth site in the KIPP Nashville region of schools (KIPP Nashville College Prep, which was approved in 2012 by MNPS, will open in 2013, and KIPP Nashville Collegiate High School, which was approved in 2011 by MNPS, will open in 2014), building on the success of KIPP Academy Nashville (KAN). The vision of KIPP Nashville, the non-profit entity that will oversee the operations of KNCPE, is that every student in Nashville will have access to a high-quality, college-preparatory seat in a public school.

The mission of KNCPE is to cultivate in our students the academic and character skills needed for them to succeed in middle school, high school, college and life beyond. These mission and

vision statements were formed by the KIPP Nashville leadership team in conjunction with the KIPP Nashville Board of Directors.

Rationale for Grades Served

KIPP Nashville, with this application, proposes a K-4 grade college-preparatory school that will target high-needs communities that currently have limited access to rigorous, college-prep instructional programs. The proposed school will address the need in MNPS for schools with innovative approaches to limited resource allocation and distribution, schools that show a commitment to diversity, and will address the achievement gap between students in the Nashville areas.

According to the MNPS Office of Innovation’s website, “The Metropolitan Nashville Public Schools (MNPS) seeks [charter] applications to increase capacity to provide high quality academic instruction.” Currently, students and parents living in east and north Nashville lack access to elementary schools with quality academic instruction.

The MNPS Academic Performance Framework (APF) drafted in January, 2013, lists 5 “Excelling” public elementary schools in Nashville, none of which are in east or north Nashville. This same framework lists 15 MNPS elementary schools in the two lowest performance categories: “Review” and “Target.” Of these, 11 are located in KNCPE’s proposed geographic area. A copy of the most recent version of the MNPS Academic Performance Framework can be found as Attachment 22.

As evidenced by the APF, no students living east and north of the Cumberland River are zoned to either an “Excelling” or even an “Achieving” elementary school. Currently, over 3,300 elementary students living in east and north Nashville attend sub-satisfactory elementary schools, and over 2,200 of these students attend elementary schools designated by MNPS as “Target,” MNPS’s lowest APF performance category.

By leveraging the strength of KIPP Academy Nashville, the top performing MNPS middle school according to the APF, and one of only 9 MNPS schools designated as “Excelling,” KIPP Nashville will continue to develop college-preparatory pathways in east and north Nashville through the establishment of KIPP Nashville College Prep Elementary School (KNCPE).

Alignment to MNPS Priorities

The elementary school described herein will align with the MNPS priorities by/through:

- A viable plan to address the needs of economically disadvantaged students and close the achievement gap;
- Increasing high school graduation rates for students at risk of not graduating;
- A focus on preparing students with academic and character skills needed to successfully transition to middle school;
- Using high quality assessments designed to measure the learning of critical concepts aligned to the Common Core State Standards;
- Management and leadership capability to overcome initial start-up problems and establish a fiscally viable school;

- Increasing the acquisition, adoption and use of professional development systems that provide teachers and school leaders with the information and resources they need to inform and improve instructional practices, decision-making and overall effectiveness; and,
- Demonstrated use of data to make instructional decisions.

Enrollment and Growth Plan

KNCPE will serve grades K-4, opening with K-1 and subsequently adding one grade per year, with a focus on accepting students in Kindergarten. The KIPP network, which currently includes 37 elementary schools, has a history of success opening high performing elementary schools, which serve students in grades Kindergarten through four. KNCPE will grow slowly with one grade at a time to maximize the school’s chances of establishing a strong, healthy, learning culture. This, in turn, greatly increases the school’s likelihood of success in improving the abilities and habits of all students. Growing one grade level each year minimizes the amount of variation attributed to new staff, new curriculum, and new students. The benefits of this strategy are proven and are at the core of every KIPP school’s successful track record.

Research also shows that students in small schools come to class more often, drop out less, earn better grades, participate more often in extracurricular activities, feel safer, and show fewer behavior problems.¹ For this reason, KNCPE will start with 96 students in each grade, allowing new students to fill opened seats in the following years up to a total of 96 students per grade level, with an enrollment assumption each subsequent year of 90% retention for a total of 480 students at capacity in year four.

Enrollment Summary

Grade Level	Number of Students					
	Year 1 2015	Year 2	Year 3	Year 4	Year 5	At capacity 2018
K	96	96	96	96	96	96
1	96	96	96	96	96	96
2	0	96	96	96	96	96
3	0	0	96	96	96	96
4	0	0	0	96	96	96
5 – 12	0	0	0	0	0	0
Total	192	288	384	480	480	480

Target Communities

KNCPE will open with the support of KIPP Nashville to serve students in east and north Nashville and will primarily serve students in the Maplewood, White’s Creek, Hunter’s Lane, and Stratford Clusters. It is anticipated, based on census data, that the student population at KNCPE will look much like that of KAN (which serves an adjacent geographic area). At KAN, 85% of students qualify for free/reduced lunch, 88% of students identify as African American,

¹ William Ayers, Gerald Bracey, and Greg Smith. *The Ultimate Education Reform? Make Schools Smaller* (Center for Education Research, Evaluation, and Innovation, December 2000).

8% identify as Hispanic, 3% white, and 1% “other.” 7% qualify for ELL services and 13% qualify for SPED services.

Need for the School

KNCPE will be open to all students throughout the MNPS district who are eligible for enrollment in an MNPS school; however, the school’s recruitment efforts will be focused on students zoned to elementary schools in east and north Nashville performing at sub-satisfactory levels. The goal is to provide a high-quality school option for students who live in the attendance areas that feed Maplewood, Stratford, White’s Creek and Hunter’s Lane high schools. In 2011, these four high schools served over 4,000 students, yet only 68 seniors earned college-ready² ACT scores. In fact, Tennessee is one of the lowest achieving states on the ACT, with an average ACT composite score that is higher only to that of Mississippi (and is, therefore, outperformed by 48 states). This area has been chosen because of the community’s demographics, which are primarily low-income families with limited higher education attainment; and its schools, which are currently under-performing or demonstrate significant gaps in student achievement based on race and/or socio-economic status.

Many of the schools serving these communities are in improvement status, and TCAP data from the schools in this target area also reveal lower overall student performance than that of MNPS peers and students throughout the state. This speaks to the need in these communities for a high-quality school option that will prepare all students not just for graduation from high school, but graduation from college.

The State’s annual Report Card reveals that students in north and east Nashville do not currently have quality elementary school options. The sub-satisfactory elementary schools in east and north Nashville combined to earn the following academic achievement scores in 2012:

School	TCAP Achievement Scores			
	Math	Reading	Social Studies	Science
Bordeaux	D	D	D	F
Cumberland	D	D	D	F
Inglewood	F	F	F	F
Kirkpatrick	F	F	F	F
Neely's Bend ES	D	D	D	D
Robert E. Lillard	C	C	C	D
Ross	D	D	F	F
Shwab	F	F	F	F
SCA ES	D	D	C	D
Tom Joy	D	D	D	F

Achievement Totals:

A = 0 B = 0 C = 4 D = 19 F = 17

² <http://www.washingtonpost.com/blogs/answer-sheet/post/2011-act-scores-show-problems-with-college-readiness/2011/08/16/gIQABKu4JJ_blog.html>.

As is reflected in the table above, the ten lowest performing elementary schools in east and north Nashville earned an achievement score of “A” in 0% of reporting categories while earning an achievement score of “F” in 43% of performance categories.

The value added scores for these elementary schools were equally troubling with schools earning the following scores according to the State’s 2012 Education Report Card:

School	TCAP Value Added Scores			
	Math	Reading	Social Studies	Science
Bordeaux	B	B	D	C
Cumberland	C	D	F	F
Inglewood	F	D	F	D
Kirkpatrick	D	D	F	D
Neely's Bend ES	D	F	F	F
Robert E. Lillard	B	C	F	F
Ross	A	F	F	D
Shwab	F	F	F	F
SCA ES	F	F	F	F
Tom Joy	A	B	C	C

Value Added Totals:

A = 2 B = 4 C = 5 D = 9 F = 20

As is reflected in the table above, the ten lowest performing elementary schools in east and north Nashville earned a value-added score of “A” in 5% of reporting categories while earning a value-added score of “F” in 50% of performance categories.

KNCPE will provide an instructional program geared toward supporting students who, as evidenced by the performance of current zoned elementary schools in the community, may require more significant intervention to be prepared for college success.

Guiding Purpose and Priorities

KIPP Network

KNCPE will benefit from the support of KIPP—a national network of high-performing schools that are closing the achievement gap in urban and rural high-needs districts throughout the country. Through the KIPP Foundation, KNCPE will have access to research to demonstrate efficacy of common KIPP strategies, formal structures for sharing best practices and lessons, professional development, school quality reviews, stakeholder surveys and related tools, development resources, staff recruitment and selection, leadership training, and frameworks for excellence.

KNCPE will also be uniquely positioned to build on the success of KAN through the support of the regional school support team. KIPP Nashville provides cohesive support to all KIPP schools within the Metropolitan Nashville area. The KIPP Nashville School support team will provide instructional, operations, and development support, in addition to an array of other services that will benefit KNCPE students.

Five Pillars

KNCPE will accomplish its mission of providing students in these communities a path to college by adhering to KIPP's Five Pillars (High Expectations, Choice and Commitment, More Time, Power to Lead, and a Focus on Results). The school will be characterized by the following elements of high-performing schools:

- Rigorous, standards-based, college preparatory curriculum
- Longer school day and school year
- Strong behavioral management system
- A school culture of academic achievement
- Committed and driven teachers

These characteristics are foundational to the model KNCPE will implement, with standards-based curriculum and assessments; extended school day, week and year, as well as strategies to increase instructional time within the school day; a behavioral management system that utilizes positive reinforcement and frequent parent communication to facilitate seamless support of appropriate behavior; a school culture that is focused on preparing students for success in college and beyond; and a staff of committed, driven teachers who are developed to engender superior results from their students and retained and rewarded when they do so.

Measuring Achievement of Priorities

Like all schools in the KIPP Network, KNCPE will utilize Six Essential Questions to measure our progress, keep us focused as we grow, and ultimately help our students attain a college preparatory education. The six questions will guide our analysis and decision-making regarding the overall health of our school. KNCPE will collect data to answer each question, analyze and act on this data on a quarterly basis, and report it annually to the KIPP Foundation. The KIPP Foundation will then release the data publically as part of the annual KIPP Report Card. The Six Essential Questions are listed below.

Question 1: Are we serving the children who need us?

Question 2: Are our students staying with us?

Question 3: Are KIPP students progressing and achieving academically?

Question 4: Are KIPP alumni climbing the mountain to and through college?

Question 5: Are we building a sustainable people model?

Question 6: Are we building a sustainable financial model?

Specific Barriers

In the following sections, we outline the ways in which we will structure our program to best suit the learning needs of our intended population. In addition, there are specific barriers we are planning for that warrant mention.

Vocabulary Gap

Extensive research indicates that low-income, minority children and ELLs typically arrive at school in Kindergarten with smaller oral vocabularies than their middle-income peers.³ Small

³ Hart & Risley. (1995) *Meaningful Differences in the Everyday Experience of Young American Children*. University of Kansas

vocabulary size leads to difficulties with comprehension, especially as students reach upper elementary grades.⁴

Thus, KNCPE will employ explicit vocabulary instruction beginning in Kindergarten in order to prevent the vocabulary gap – and subsequent comprehension gap – from developing in our students. KNCPE teachers will utilize aligned, school-wide lists of root words, affixes, and whole words to teach daily vocabulary lessons. Teachers will also build curiosity for new words in students by teaching them how to use context clues, dictionaries, and thesauri to find their meanings.

Students Entering After Kindergarten

In KNCPE’s first year of operation, first grade students may arrive without yet having mastered Kindergarten standards. In subsequent years, students who join first, second, third, or fourth grade from other elementary programs, may arrive with significant gaps in standards mastery. KNCPE will use diagnostic data to identify gaps, determine necessary interventions, and address these gaps by providing individualized remediation to students. The daily schedule in each classroom will allow significant time for students to conference one-on-one or in small, differentiated groups with their teacher. Classroom teachers will be responsible and accountable for moving all of their students, including those who are new to KNCPE, up to or above grade level in ELA and math.

II. School Development

School Development

Provide an overview of the design and development of your proposed school.

- Describe how the concept of your proposed school emerged and detail the process/steps taken to develop your plan from abstract idea to concrete proposal. [Optional: Include the timeframe for each task (i.e., research, drafting, etc.)].
- Detail who participated on the design team and explain the specific roles, responsibilities and contributions of each design team member.
- If an existing school or organization, provide a summary of how teachers, staff, administrators, parents and where applicable, students, participated in the development of the school plan.

Emergence of KNCPE

The KIPP Nashville team began developing plans for KNCPE at the start of 2012. The concept of opening an elementary school was born from KIPP Nashville’s strategic planning process, which began in January, 2012 and concluded with KIPP Nashville board of directors’ approval on January 28, 2013.

School Design Team

Many KIPP Nashville team members played significant roles in the development of the school plan during this process, including the following:

Name	KIPP Nashville Role	Roles & Responsibilities
Randy Dowell	Executive Director	<ul style="list-style-type: none">• Created the vision for future school growth, including the decision to

⁴ Snow, Porche, Tabors, & Harris. (2007) *Is literacy enough? Pathways to academic success for adolescents*. Baltimore, MD: Paul H. Brookes.

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		<p>extend from middle and high schools to elementary schools</p> <ul style="list-style-type: none"> • Drafted the elementary school design process
KIPP Nashville parents (including Camiqueka Fuller)	KIPP Academy Nashville parents	<ul style="list-style-type: none"> • Provided the urgent request that KIPP Nashville develop an elementary school plan to serve more students earlier in the education process
Meghan Little	Chief Academic Officer	<ul style="list-style-type: none"> • Developed the KIPP Nashville academic model • Created the model for the centralization of academic systems and structures across current and future KIPP Nashville schools • Participated in the development of the elementary school design
Thomas Branch	Director, Finance & Operations	<ul style="list-style-type: none"> • Developed the KIPP Nashville finance model for current and future KIPP Nashville schools
Kristin Wiens	Academic Dean & KIPP Elementary Fisher Fellow	<ul style="list-style-type: none"> • Led research and development of the detailed elementary school design
Jim Flautt	KIPP Nashville Board Chair	<ul style="list-style-type: none"> • Worked with board and management to support the development of the KIPP Nashville strategic plan, including the plan to launch KIPP Nashville elementary schools
Will Ed Settle, Chris Dowdy, Ellen Carr, & Rick Theobald	KIPP Nashville Board Strategy Committee	<ul style="list-style-type: none"> • The BOD Strategy Committee provided planning oversight and strategic guidance
<p>KIPP Nashville Board of Directors (BOD)</p> <ul style="list-style-type: none"> • Jim Flautt • Rob Elliott • Daphne Butler • Felice McCoy • Brad Smith • Elizabeth Dennis • Larry Trabue • Rich Wolfson • Drew Goddard • Camiqueka Fuller • Denise Boosalis 	Governance & Oversight	<ul style="list-style-type: none"> • Approved KIPP Nashville strategic plan including plan to launch KIPP Nashville elementary schools

Development Process

The KIPP Nashville strategic planning process, which included the plan for KNCPE, was broken into several components, including research, design, and drafting. Research began in January, 2012, and by June, 2012 the scope of the plan had been approved by the KIPP Nashville BOD Strategy Committee.

From July, 2012 through January, 2013, the KIPP Nashville management team honed the plan with Thomas Branch leading the development of the KIPP Nashville financial model and Kristin Wiens leading elementary school design research.

On December 7th, 2012 Kristin Wiens was named an Elementary Fisher Fellow and authorized to open a KIPP elementary school in Nashville by the KIPP Foundation.

On January 3, 2013, KIPP Nashville Executive Director Randy Dowell met with Carol Swann and Alan Coverstone of the MNPS Office of Innovation and Rich Haglund of the TN Department of Education to preview KIPP Nashville's growth plan, including the plan to develop elementary schools.

On January 12, 2013, the KIPP Nashville BOD previewed the strategic plan during their annual board retreat. At the January 28 BOD meeting the KIPP Nashville board voted to approve the KIPP Nashville strategic plan including the launch of KNCPE in 2015 and two additional KIPP Nashville elementary schools to follow in 2017 and 2018.

Stakeholder Involvement

Teachers, staff, administrators, and parents at KIPP Nashville have expressed their desire for a KIPP elementary school since Randy Dowell opened the school in 2005.

Teachers, staff, and administrators at KIPP Academy Nashville, while competent at remediating students who are behind, frequently express that they would be far more effective at preparing their students for matriculation into and success in college if students arrived on grade-level in fifth grade. KNCPE will send all fourth graders to middle school with the skills they need to achieve at or above grade level in middle school. Middle school teachers will then be able to focus on teaching more rigorous content. In addition, several teachers at KIPP Academy Nashville have previous experience as elementary teachers and are interested in working at KNCPE in the future.

KIPP Academy Nashville is committed to sharing students' present levels of performance honestly and openly with families, and parents frequently express surprise and disappointment upon learning that their new fifth grade student is several years behind grade-level in reading, writing and math. While they appreciate the teachers' efforts to catch students up once they arrive at KIPP, parents wish that their child had never fallen behind in the first place. Marsha Pope, former president of the KIPP Parent Involvement Committee, and KNCPE will be committed to ensuring this ceases to happen. Many parents of KIPP Nashville middle school students have expressed their plans to enroll their younger children at KNCPE.

III. Academic Focus and Plan

Academic Focus and Plan

Describe the academic focus of the school. Tennessee law describes an academic focus as “a distinctive, thematic program such as math, science, arts, general academics, or an instructional program such as Montessori or Paideia.” T.C.A. § 49-13-104.

Outline the school’s academic plan, defined by the law as “a platform that supports the academic focus of the charter school and will include instructional goals and methods for the school, which, at a minimum, shall include teaching and classroom instruction methods, materials and curriculum that will be used to provide students with knowledge, proficiency and skills needed to reach the goals of the school.” T.C.A. § 49-13-104. In your outline,

- Articulate how the academic focus supports the school’s mission.
- Describe research supporting the academic plan.
- Detail the proposed instructional goals and methods.
- List specific requirements for implementing the particular approach used, such as co-teaching or aides, technology needs, physical space, etc.
- Explain why the instructional strategies are well-suited for the targeted student population.
- Explain how the plan will meet the needs of students with disabilities.
- Explain how the plan will meet the needs of English language learners
- Explain how the academic program aligns with Common Core Standards and Tennessee State Performance Indicators.
- Describe the proposed class size and structure for the plan.

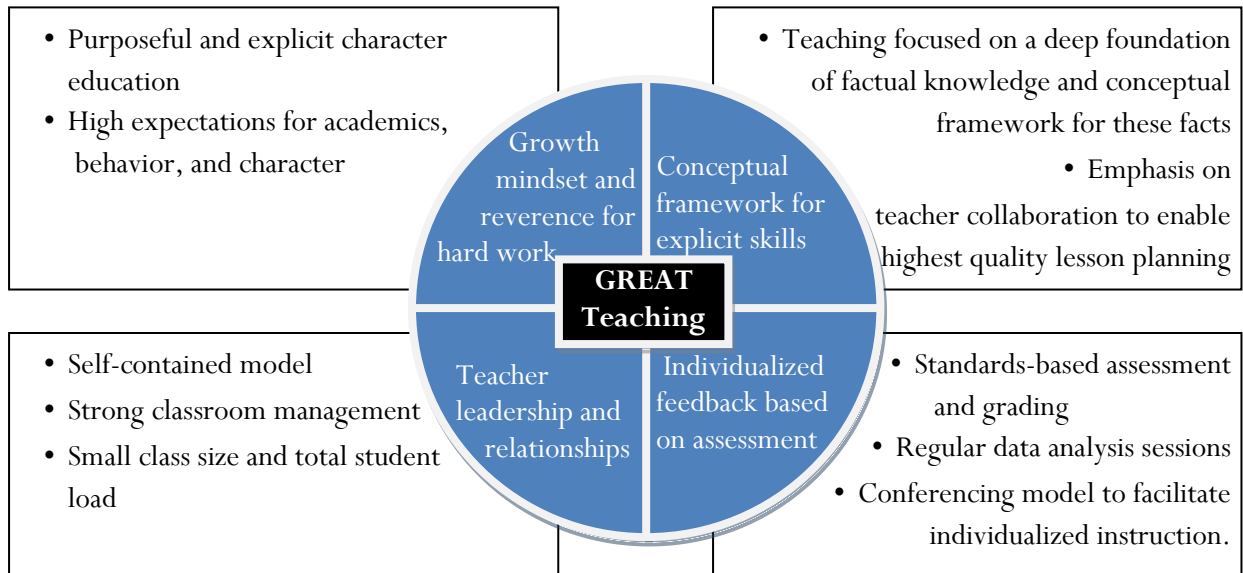
Academic Focus

In accordance with our mission of cultivating in our students the academic and character skills needed for them to succeed in middle school, high school, college and life beyond, KNCPE’s academic focus will be on a college-preparatory academic and character education. KNCPE will achieve this mission through one foundational educational philosophy: great teaching closes the achievement gap.

Research has consistently proven the impact of effective teaching, and the obvious benefits of learning from effective teachers year after year. A now famous report from the 1996 Tennessee Value-Added Research and Assessment Center found that students assigned to a “top-quintile” teacher for 3 continuous years scored at a level over 50 percentile points greater than students assigned to a bottom quintile teacher. That’s a difference wider than the achievement gap itself (Sanders and Rivers). Research drives our beliefs about the essential elements of great teaching.

At KIPP Nashville, we believe that all children are capable of learning at high levels when they are provided with (1) a school culture that teaches them the power of a growth mindset and the critical importance of hard work, (2) a conceptual framework that enables permanent mastery and effective transfer of explicit skills, (3) prompt individualized feedback based on frequent, purposeful assessments, and (4) strong teacher leadership that engenders supportive and transformative relationship with each individual student.

Because this philosophy informs our entire school design, each component merits more explanation.



- **A school culture that teaches students the power of a growth mindset and the critical importance of hard work:** Carol Dweck’s extensive research has proven that a growth mindset (the belief that hard work, not innate ability, leads to success) has a positive impact on achievement.⁵ We deliberately praise scholars for demonstrations of self-determination and teamwork and deliver explicit and aligned character education in every grade level.
- **Conceptual framework that enables permanent mastery and effective transfer of explicit skills:** The work of the National Research Council proves students must “(a) have a deep foundation of factual knowledge, (b) understand facts and ideas in the context of a conceptual framework, and (c) organize knowledge in ways that facilitate retrieval and application.” Their research also shows that “a ‘metacognitive’ approach to instruction can help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them.”⁶ In order to create the meaningful learning that sticks with children and that they can apply in new contexts, we have to plan carefully and reflect constantly on our instruction. Because this work takes intense intellectual effort, teachers work in co-planning teams and have significant time to collaborate to create their units and lessons.
- **Prompt individualized feedback based on frequent, purposeful assessments:** Of course, not all students have the same knowledge and skills. Teachers must constantly assess their students, both formally and informally, to determine what they know and do not know. These assessments are meaningless, however, if teachers fail to make sense of the data or to

⁵ Dweck, Carol. (2000) *Self-Theories: Their Role in Motivation, Personality, and Development*. Lillington, NC: Edwards Brothers.

⁶ Bransford, John D., Ann L. Brown, and Rodney R. Cocking, (eds.) National Research Council. *How People Learn: Brain, Mind, Experience, and School*. Washington DC: National Academy Press, 2001. Print.

follow-up on the data.⁷ We lead teachers through frequent data analysis and develop action plans for improving whole class and individualized instruction. Our instructional model allows teachers ample time to meet individually with students during the school day, providing targeted instruction and reinforcing the message that we expect *all* of our students to meet our high expectations for them.

- Strong teacher leadership that engenders supportive and transformative relationship with each individual student:** As a recent Mid-Continent Research for Education and Learning study reports, “One of the strongest correlates of effective teaching is the strength of relationships developed with students.”⁸ Students need to be cared for and led by a teacher who creates a positive classroom culture that encourages all students to learn. Because time and attention are key ingredients in creating these transformative relationships, we employ a self-contained model. We limit student – teacher ratio at 16:1, based on research from the Tennessee STAR project that small class size matters most in grades K-3. These structural elements, combined with our extensive professional development in creating a positive classroom culture, foster the strong, positive relations critical for long term academic success.

Instructional Goals

At KNCPE, we will hold ourselves and our students accountable for achieving at the highest levels. Our aspirational instructional goals are outlined in the table below. Annually, the CAO will set performance targets for KNCPE in each content area.

	English Language Arts	Math	Science	Social Studies
Kinder	<p>All students achieve mastery of grade-level Common Core state standards</p> <p>All students read on or above grade level according to STEP</p> <p>All students reach the 50th percentile or above on end of year the MAP assessment.</p>	<p>All students achieve mastery of standards of grade-level Common Core state standards</p> <p>All students meet grade level fluency goals set by the CCSS.</p> <p>All students reach the 50th percentile or above on end of year the MAP assessment.</p>	<p>All students achieve mastery of standards</p>	<p>All students achieve mastery of standards</p>
1st Grade	<p>All students achieve mastery of standards of grade-level Common Core state standards</p>	<p>All students achieve mastery of standards of grade-level Common Core state standards</p>	<p>All students achieve mastery of standards</p>	<p>All students achieve mastery of standards</p>

⁷ Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

⁸ Goodwin, B. (2010) *Changing the Odds for Student Success: What Matters Most*. Denver, CO: Mid-continent Research for Education and Learning (McREL).

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	<p>All students read on or above grade level according to STEP</p> <p>All students reach the 50th percentile or above on end of year the MAP assessment.</p>	<p>All students meet grade level fluency goals set by the CCSS.</p> <p>All students reach the 50th percentile or above on end of year the MAP assessment.</p>		
2nd Grade	<p>All students achieve mastery of standards of grade-level Common Core state standards</p> <p>All students read on or above grade level according to STEP</p> <p>All students reach the 75th percentile or above on end of year the MAP assessment.</p> <p>75% of students score Advanced or Proficient on Practice ELA PARCC (administered by school)</p>	<p>All students achieve mastery of standards of grade-level Common Core state standards</p> <p>All students meet grade level fluency goals set by the CCSS.</p> <p>All students reach the 75th percentile or above on end of year the MAP assessment.</p> <p>75% of students score Advanced or Proficient on Practice Math PARCC (administered by school)</p>	All students achieve mastery of standards	All students achieve mastery of standards
3rd Grade	<p>All students achieve mastery of standards of grade-level Common Core state standards</p> <p>All students read on or above grade level according to STEP</p> <p>100% of students score Advanced or Proficient on ELA PARCC</p> <p>All students reach the 75th percentile or above on end of year the MAP assessment.</p>	<p>All students achieve mastery of standards of grade-level Common Core state standards</p> <p>All students meet grade level fluency goals set by the CCSS.</p> <p>100% of students score Advanced or Proficient on Math PARCC</p> <p>All students reach the 75th percentile or above on end of year the MAP assessment.</p>	All students achieve mastery of standards	All students achieve mastery of standards
4th Grade	<p>All students achieve mastery of standards of grade-level Common Core state standards</p> <p>All students read on or above grade level according to STEP</p> <p>100% of students score Advanced or Proficient</p>	<p>All students achieve mastery of standards of grade-level Common Core state standards</p> <p>All students meet grade level fluency goals set by the CCSS.</p> <p>100% of students score Advanced or Proficient</p>	All students achieve mastery of standards	All students achieve mastery of standards

	<p>on ELA PARCC</p> <p>All students reach the 75th percentile or above on end of year the MAP assessment.</p>	<p>on Math PARCC</p> <p>All students reach the 75th percentile or above on end of year the MAP assessment.</p>		
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Curriculum

At KNCPE, learning standards will drive the curriculum. KNCPE will implement the Common Core State Standards (CCSS) in accordance with Tennessee’s full adoption of them in the 2014-15 school year. We are incredibly excited by the transition to the CCSS, as they are directly aligned with our mission to prepare students for college and career readiness. To equip our teachers with the tools necessary to successfully implement the CCSS, KNCPE will train teachers not only on interpreting the knowledge and skills mandated by the standards, but also on implementing the pedagogical shifts implicated by the standards. In literacy, these shifts include focusing on increased text complexity, academic vocabulary, reading, writing and speaking with evidence from texts, reading a balance of literary and informational text, and learning through non-fiction reading in the content areas. In math the shifts include a narrowing and deepening content focus, coherence within and across grade levels, and an equal balance of fluency, deep conceptual understanding, and application. We will continue to use the Tennessee state-mandated standards for science and social studies, and will supplement them with the Common Core literacy in the content areas standards.

We believe that teaching is an intellectual pursuit and that student results surge when teachers have clear accountability for learning outcomes. KNCPE will teach Common Core State Standards as mandated by the State of Tennessee. Teachers will be provided with a standards guide that provides assessment items aligned to each standard, standards-based report cards, a schedule of standards assessed by quarter, and standards-based quarterly benchmark assessments. Then they will be given time in a collaborative school culture to develop units of instruction that align with those standards and enable success on those assessments. The school leader or assistant principal will give rigorous feedback on all units of instruction before they are approved for teaching.

As more states fully transition to the CCSS over the next two years, we know that curriculum materials will continue to be refined and revised. The KNCPE school leader will devote time over the next two years to identifying materials that are being implemented with success and choosing appropriate sets of textbooks and teaching materials to support math, science, and social studies instruction. In ELA we will purchase texts that are aligned to the text complexity guidelines released by the Common Core.

Instructional Methods

We believe great teaching employs a mix of whole class instruction, group and class discussions, and significant amounts of individual conference time.

Whole group instruction: KNCPE teachers strive to develop a conceptual framework for skills by engaging students fully in their own learning. In general, we present new information by having students grapple directly with new concepts, rather than learning passively by watching teacher

demonstrations, listening to lectures, or learning “tricks” to get the right answer without fully understanding why. For instance, math instruction commonly follows a sequence: give scholars a challenging problem, allow them to grapple with the challenge, and then facilitate classroom discussion in which scholars explain their approach to classmates and work as a team to solve the problem correctly and to understand deeply enough that they could transfer their learning to other related, but not identical, situations. In literacy, we also provide forums for students to grapple with difficult texts and skills. This approach leads to both deeper understanding (by putting the heavy thinking on scholars) and to stronger communication skills (by focusing on discussion).

Small group and individual instruction: A significant portion of each teacher’s instructional time is spent on small group and individualized instruction. This individualized feedback allows us to follow up on what specific scholars are struggling with or need to be pushed on. For instance, we employ a reading workshop method that provides scholars with large chunks of independent reading time. During this time, the teacher can pull an individual student to work on a specific skill, push comprehension strategies deeper, or monitor a student’s text choice. During writing workshop, a teacher conferences with students on their own writing and provides specific, individualized feedback on content or conventions in a written piece. This conferencing model is enabled by our low student-teacher ratios. There are only 16 students per teacher in the primary grades; a maximum of 25 students per teacher in fourth grade.

Curriculum Components

- **Reading Workshop**

Children learn to read by reading. Unfortunately, many children do not read enough at school and most spend the reading portion of their day holding books that they cannot read. On average students spend 10 minutes a day actually reading during the school day; in many classes the majority of the “reading” time is spent doing crossword puzzles, writing in reading logs, answering comprehension questions, and doing projects. We believe that we need to teach children how to read in an authentic manner that reflects real adult reading experiences. Children need to read independently. They need to read books of their own choosing. They need to read at their own pace and their own level. They need to learn the skills that adults use while reading. They need to learn to gain meaning from the text, think about the text, talk about the text, and have texts expand their vocabulary and their world view.

Because of this belief in how and how much students should read during the day, we will be using the Reading Workshop model devised by the *Teachers College Reading and Writing Project*⁹ at Columbia University. Reading instruction in this model includes the following components:

Full Group Mini-lesson or Guided Reading: Lessons will begin with a mini-lesson on a skill that readers use while approaching texts (for instance, “readers use context clues to determine meaning of unfamiliar words” and “readers ask themselves if they understand what they are reading”). During this mini-lesson, the teacher explains the strategy and then has students

⁹ The Readers and Writers project has a deep research base. The most recent set of research can be found here: <http://readingandwritingproject.com/about/research-base.html>

practice this strategy. Grade level skills are taught in full-group mini-lessons, while differentiated skills are taught to small groups organized by students' step levels during guided reading.

Independent Reading: After the mini-lesson, students read independently for a long period of time to build their stamina as readers; for kindergarteners early in the year, this could be 10 minutes, but by third grade it should be close to 45 minutes.

Conferences, guided reading, and strategy lessons: During independent reading time, teachers meet with students individually in conferences. This enables teachers to provide one-on-one instruction to students so that they can tailor instruction to the students' exact reading abilities. Teachers also pull small groups of readers for strategy lessons and guided reading.

Book share: After independent reading, students meet with their book buddies or as a whole class to discuss their books and/or the strategies that they used. In Kindergarten and sometimes 1st grade, students sometimes read with their book buddies.

Conclusion: At the end of book sharing time, the teacher highlights how students were using the strategy discussed or possibly previews tomorrow's strategy lesson.

Students' reading will be graded based on the progress that they are making in improving their reading level. Students will be assessed frequently during reading conferences and formally assessed at the end of each quarter. Student report cards will contain their reading level, as indicated by the STEP assessment.

Although students will read for an extended period of time during the school day, this is still insufficient to make them advanced readers. Students also need to read at home every night. As part of the Life Work every day, they will bring home a book or books that they should be reading. In the early grades, students should read books aloud to parents and have parents read books aloud to them as well. In the upper grades, students will be given goals of how many minutes they should be reading each night.

- **Writing Workshop**

Just as students learn to read by reading, students learn to write by writing. Our school will employ a writer's workshop model where students spend an hour each day in the actual craft of writing. As with the reading workshop, the writing workshop will begin with a mini-lesson that teaches a skill that writers use. The teacher will explain this skill, demonstrate this skill, and then ask students to engage in practicing this skill. These lessons will cover a mix of mechanics and conventions. For instance, mini-lesson topics could include: Writers stretch out words in order to spell them, Writers use punctuation at the end of sentences, or Writers use descriptions to bring life to their stories. Writing workshop mini-lessons will often include read-alouds or rereading of certain sections of favorite class books so that writing can be grounded in response to text.

After mini-lesson, students will work on their individual writing piece. In their individual pieces, students will work on writing in a variety of genres to write about their lives, their

experiences, and their knowledge. For instance, during a science unit on insects, students could write informational texts about what they have learned. Before writing these texts, they will examine a variety of informational texts and study the genre through a series of mini-lessons. Older students will engage in revision, for through the revising, editing, and rewriting stages, we hope to develop purposeful writers who demonstrate a growing knowledge of the mechanics and conventions of writing in a variety of genres. We will follow the genre recommendations of the CCSS and maintain the appropriate balance between narrative, informational, and opinion texts.

- **Read-Aloud**

Read Aloud is a vital part of any literacy program. Each day, students will enjoy at least one read-aloud with accountable talk. In this section of the day, teachers will model conversation norms, literary talk, and reading strategies. Students will be expected to talk with partners and practice these skills during this time. Teachers should incorporate at least one read-aloud with accountable talk into each day, but he or she should feel free to read aloud to the students as many times as possible during the course of the school day, including during science, social studies, mini-lessons, math, and writing.

- **Shared Reading**

Shared reading gives students the experience of reading a text together. Teachers are expected to read shared reading texts with the students chiming in as they learn the texts. After students have become familiar with the book, teachers can use it to deepen comprehension work on texts aligned to Common Core text complexity bands, examine text features, observe word patterns, search for phonics rules, examine punctuation, search for parts of speech, etc.

- **Phonics and Phonemic Awareness**

Wall Cards

Wall Cards are the focus of word study in Kindergarten through second grades. Wall cards are a system of teaching the phonetic sounds so that children memorize all the possible ways to form a sound. Teachers lead wall cards in a call-and-response format where the teacher calls out the name of the card and the children repeat it. The teacher then works through the alphabet in a systematic and grade appropriate way. Students should recite wall cards every day, although they are not required to recite all wall cards on any given day. All teachers should have all wall cards up in their classrooms at all times and should model how to use the wall cards when spelling independently. Teachers should individualize wall card routines to their classroom curriculum. In classes studying short e, instead of just going through the short e wall card, the teacher should pause and ask students to generate a list of words that have short e in them or complete another short e activity.

Phonics Instruction

Teachers will use a phonics program to develop phonics skills and phonemic awareness. We are considering both Wilson and FUNdamentals by Reading Action as possible phonics programs. Word study lessons should be tailored to each specific class to ensure that students are all mastering their grade-level phonics standards.

- **Interactive Writing**

Interactive writing is another chance in the day to provide a teacher-guided lesson on writing. During Interactive Writing, students gather on the rug to work with the teacher to complete a class-wide writing project. The teacher starts with control of the pen (or marker) that is being used to write on a piece of chart paper. The class might be writing a thank you note to a parent who volunteered in the classroom or making a chart of the difference between deciduous trees and coniferous trees. The students will generate thoughts and the teacher will model how to translate these thoughts into writing. He or she will demonstrate how to spell, punctuate, and space writing. As students gain writing skills throughout the year, they will start participating in the writing more, taking turns coming up to write letters, words, and punctuation marks. This segment of the writing curriculum focuses much more on conventions such as spelling, grammar, punctuation, and handwriting than the writing workshop does. The focus of interactive writing will change as the students age: for instance, teachers will transition from focusing on handwriting and spacing in lower elementary to focusing on grammar in upper elementary.

- **Poetry**

The memorization and recitation of poetry will be an integral part of the KNCPE elementary school. Students in all classes in the primary grades will memorize approximately 15 poems over the course of each school year. Memorizing poetry will help students develop vocabulary, fluency, prosody, memorization skills, and public speaking presence and confidence. Students will be expected to learn a poem approximately every two to three weeks; occasionally, shorter poems will only necessitate a week while longer ones might require several weeks. Poems should be practiced daily in class and during Life Work.

- **Math Fluency**

Math fluency is a time for students to practice recalling math facts – e.g. counting, adding single digit numbers, multiplication tables – quickly and accurately. We want our students to be able to perform these operations quickly in their heads so they can spend their energy on higher order thinking. Students will be held to grade level fluency expectations as dictated by the Common Core State Standards.

- **Introduction to New Math Material**

Daily, students participate in a mini-lesson where the teacher presents a new skill as well as the underlying mathematical rationale for the skill. Skills are connected to each other in coherent units of study that are backwards planned from the Common Core State Standards. Students engage in guided and independent practice with both the procedural skill and the mathematical reasoning. In the lower grades, this means that students both practice the new algorithm and practice modeling why it works with manipulatives. In the upper grades, students begin to write the rationale for their math in addition to using manipulatives to justify their work.

- **Math Application**

Students at KNCPE will engage in math lessons that provide ample opportunity to develop conceptual understanding of math skills. The teacher will begin each application lesson by posing a performance task to the students. This task is designed to be in the students' zone of proximal development – i.e. the challenge is something they can figure out with the skills they have, but not something they have seen before. Students work independently on the task for several minutes. The teacher then calls the class together for a discussion. During the

discussion, a few students share their work while the others agree, disagree, and ask questions. Discussion provides an opportunity for students to practice explaining their reasoning, evaluate the quality of other's work, and change their thinking. Students also learn that a given challenge can be solved in many different ways. Application tasks occur regularly in units of study, as students master deep understanding of a skill.

- **Math Workshop**

Math Workshop will be a time for students to engage in a spiraled and scaffolded review of previously learned skills. The teacher will use data to determine what skills need to be spiraled and scaffolded over the course of the week based on weekly assessment data. The majority of the class works silently and independently on their problem sets while the teacher calls individual and small groups to meet with her for remediation.

- **Science**

Science will be an exciting hands-on learning time for students. Students will learn about the fundamental truths of the world around them by discovering them for themselves. Developing science content knowledge is not a main goal in our primary grades, but we will expose students to science and to teach them three main ideas: scientists observe things carefully, scientists use characteristics to classify things, and scientists look for patterns. In upper elementary, students will receive 35 minutes of science daily from the science teacher. FOSS science curriculum kits are available for our teachers to use in planning their science curriculum.

- **Social Studies**

In kindergarten through second grade, we will expose our students to the idea of communities – from school communities to global communities – and to teach them some founding ideas about our world and our country. Starting in third grade, our students should receive about 30 minutes of social studies instruction daily. Units of study will align to the revised Tennessee Curriculum Frameworks for Social Studies and will include gaining knowledge through non-fiction text as per the Common Core State Standards.

Alignment of Instructional Strategies to Student Population

KNCPE's curriculum and instructional strategies are based on the work of Brooke Charter Schools in Boston, Massachusetts, the school at which KNCPE school leader, Kristin Wiens, taught prior to joining KIPP. Brooke operates three high-performing K-8 schools that serve a similar population of low-income, minority students, as well as students with disabilities and English language learners. Brooke Charter Schools have a proven record of success over time with students performing at the highest levels in English and Mathematics. For instance, in all tested elementary grades (3-5) in 2012, Brooke Roslindale had the highest percentage of students scoring advanced or proficient in the state in Mathematics and ranked either #1, #2, or #3 among all Boston schools in English.¹⁰ We are confident that if we apply Brooke's instructional strategies to our similar student population at KNCPE, our students will achieve at similar levels of excellence.

¹⁰ <http://www.ebrooke.org/achievement/>

Students with Disabilities and English Language Learners

We are confident that our curriculum and instructional methods will enable students with disabilities and English language learners to achieve at the highest levels. In particular, we know that small group instruction and individualized feedback based on assessment will allow teachers to meet their specific needs. Our approach to ensuring the achievement of students with disabilities and English language learners are outlined in detail in the following section,

IV. Special Populations and At-Risk Students

Special Populations and At-Risk Students

Pursuant to state and federal law, charter schools are required to serve the needs of special student populations, including hiring licensed and endorsed special educators and licensed ESL instructors. School personnel shall participate in developing and implementing the Individualized Education Programs (IEP); identify and refer students for assessment of special needs; maintain records; and hire appropriate personnel as are required in an IEP (ex. Speech/language pathologist, occupational therapist, physical therapist, etc.).

- Detail a comprehensive plan to serve students with special needs including but not limited to those students with federally recognized disabilities; students with IEP's or Section 504 Plans; English Language Learners; students identified as intellectually gifted; and students at risk of dropping out.
- Identify the special populations the school plans to serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served.
- Discuss how the course scope and sequence, daily schedule, staffing plans and support strategies will meet or be adjusted for the diverse needs of the students.
- Explain specifically how you will identify and meet the needs of students with mild, moderate or severe disabilities in the least restrictive environment possible. Specify the research based programs, strategies and supports you will provide, including the following:
 - Methods for identifying students with special needs (and avoiding misidentification).
 - Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for special needs students.
 - Plans for monitoring and evaluating the progress and success of special education students, including coordination with the LEA's monitoring and evaluation.
 - Plans for promoting graduation for students with special needs (high school only)
 - Plans to have qualified staffing adequate for the anticipated special needs population including budgetary assumptions
- Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
 - Methods for identifying ELL students
 - Specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students
 - Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services
 - Means for providing qualified staff for ELL students, including budget assumptions.
- Explain how the proposed school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports that will be provided.
- Explain how the school will identify and meet the needs of intellectually gifted students, including the following:

- Specific research-based instructional programs, practices, strategies and opportunities the school will employ or provide to enhance their abilities
- Plans for monitoring and evaluating the progress and success of intellectually gifted students
- Plans for hiring qualified staff for intellectually gifted students, including budget assumptions.

All of Us Will Learn

In alignment with the national KIPP mission, KNCPE believes that *all* children can and *will* learn and achieve at high levels, regardless of special needs they may have. The instructional strategies and structure of the school model facilitate intensive differentiation and a data-driven approach that students with special needs, such as ELLs and students with disabilities, will benefit from. The school will implement an inclusion model, which allows students to learn in the least restrictive environment with appropriate modifications made by the regular education and special education staff. KNCPE will retain an average of one special education teacher for every 20 students who qualify for an IEP, and one ESL teacher for every 40 students who qualify as ELLs. Each Assistant Principal will oversee the development and implementation of 504 plans as necessary. Daily intervention periods in reading and math provide opportunities for students to receive more intensive, pull-out support as necessary.

Special Populations

Based on the target attendance zones identified for KNCPE, it is anticipated that approximately 13% of students will qualify for special education services and up to another 7% will qualify for ESL services. Because KIPP Nashville, and the KIPP network of schools throughout the nation, were founded to support the needs of at-risk learners and are closing the achievement gap, it is anticipated that the strategies described herein will support effective learning for students who most need intervention, including those students who are not meeting standards, have been identified as ELLs, qualify for special education services and/or 504 Plans and/or have been identified as gifted. An extended instructional day, week and year; small class sizes and a small school at capacity; engaging instructional strategies that have been demonstrated to engender success in at-risk populations; and an authentic approach to differentiation that is based on frequent analysis of reliable assessment measures disaggregated by sub-population and individual student will all support the academic success of special populations. Additional instructional strategies, as outlined in the preceding Academic Focus and Plan section, were devised with the needs of students from special populations in mind. The flexible structure of the school and space for modification within the regular school day and week will benefit students of special populations significantly. Students for whom KNCPE is the least restrictive environment will receive services in an inclusion model, with certified personnel working in tandem with general education teachers to provide the modifications and additional support needed for any students who qualify for services.

Staffing

In the first year, KNCPE will retain one full-time special education teacher, and will add capacity as student needs dictate—KNCPE will maintain a ratio of 20 special education students for every one special education teacher. Based on the enrollment at KAN (where students with disabilities comprise 13% of the enrolled students), it is anticipated that one full-time teacher in the first year for 96 students will provide a small student-teacher ratio and enable this teacher to establish the foundation of special education services at KNCPE, including protocols for expedited child study teams, professional development for founding teachers on providing

appropriate accommodations within the general education setting, codifying the RTI process, and instituting the protocols for the referral process.

KNCPE will provide “highly qualified” and certified special education teachers, commensurate to the size and needs of the special education population. All special education teachers will be responsible for individual case management of their designated special education students and for arranging the provision of services required by their IEP. Before school opens and during the first semester, special education teachers will evaluate all students entering the school for the first time who may qualify for special education services and will collect all existing student records from the school district. A file demonstrating the school’s compliance with providing special education will be maintained. The special education teacher also works collaboratively with the general education teacher to provide classroom and instructional adaptations, identify and explain students’ learning styles and suggest differentiation strategies for instruction. For collaboration and true inclusive programming, teachers will have common planning periods available with the special education teacher to work on student program modifications and consultations. The special education teacher will be considered a consultant to classroom teachers and will have been trained in utilizing different teaching techniques; however, training in special education policies, procedures, techniques and laws will be provided for all staff.

Special education teachers will be required to:

- Ensure that all aspects of the IEP are followed;
- Provide direct services to students requiring services within the classroom or pull-out services for students needing assistance outside the classroom;
- Manage the staff members who provide direct services to students in their case load;
- Arrange for the teachers of the child to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the child’s IEP, and inform them of due process procedures and rights;
- Consult quarterly with the School Leader or Assistant Principal to ensure that the objectives and goals of students with IEPs are being met;
- Complete the requisite paperwork, update and file necessary information for initial referrals, oversee triennial evaluations, monitor student progress, and provide any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines, and;
- Provide a report of student progress on the same schedule as students in general education.

As required by IDEA, the school will collect and maintain the following information on students with disabilities:

- The count of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are Limited English Proficient;
- The number of students provided with test modifications and the types of modifications provided;

- The settings in which students with disabilities receive their services, specifically the portion of the school day they receive services with non-disabled peers including time away from the regular classroom;
- The number of students with disabilities suspended “in-school” and out of school, organized by disability and length of suspensions; and,
- The basis of exit of students with disabilities from KNCPE (*e.g.*, attainment of diploma and type, declassified, moved, etc.).

KNCPE special education teachers will have access to data in Mastery Connect software in order to closely monitor standards mastery progress by student and cohort on benchmark, unit, and weekly quiz assessments. This will allow the special education teacher to target the standards with which each student struggles, as well as celebrate measureable success and improvement. In addition, the special education teachers are able to track student behavior using Live School software to identify both concerning and positive student behavior trends. On a quarterly basis, the special education teacher will meet with the School Leader or Assistant Principal to discuss each student and the progress s/he has made on their goals. At the end of each year, progress will be evaluated and changes will be made as required.

In addition to the services outlined above, other support personnel – psychologist, speech pathologist, occupational therapist, physical therapist or social worker – will be retained as needed through a qualified vendor.

Staffing for LEP Students

School leadership will give hiring preference to teachers with ESL certifications to ensure a regular education teacher on staff is equipped with the strategies necessary to support students who are identified as Limited English Proficient (LEP). LEP students will receive intervention instruction from a certified ESL teacher who is also a regular education teacher, but a designated ELL teacher is not currently in the staffing plan due to the low number of ELLs anticipated. KNCPE is prepared to retain a designated ESL teacher for every 40 students who qualify for ELL services. The Assistant Principal will oversee supports and assessments for ELL students if the number of ELL students does not warrant the retention of a full-time ESL teacher.

Students with Disabilities

Identification

KNCPE will follow the protocols in place in Metropolitan Nashville Public Schools to identify students who may be in need of special services. These protocols include providing students with routine screenings for vision and hearing, progress monitoring student performance and students’ response to intervention (RTI). Child-study teams will be initiated for any students who are not meeting standards and not making anticipated progress with the RTI system of interventions. These teams will make referrals through the special education identification process (which may include evaluation by an outside entity for eligibility and/or to their family physician for evaluation of a medical condition). If the completed diagnostic shows that the student is eligible for special services or ADA support services, an Individualized Education Program (IEP) and/or a 504 Services Plan may be developed.

Should a student be recommended for special education services as the result of a child-study team or teacher recommendation, the IEP team will convene to review all data – the material on the referral form, the written report of the assessment team and information from the referring team – to determine eligibility for special services. The IEP will contain the student’s present level of academic performance, annual goals of the program, short-term objectives, identification of special services that are needed, projected timeframe to meet goals, service delivery grid and evaluation procedure. A certified special education teacher will regularly conduct an evaluation of special education programming for compliance and quality control. Using the following data, reports will be made available: required evaluations and service timelines, behavioral suspensions, academic grades, and assessment scores.

Strategies and Programming

KNCPE will use a research-proven inclusion model¹¹ of special education to provide students appropriate educational services in the least restrictive environment. This means that most students with IEPs will receive services within the context of the general education classroom with the targeted assistance by the special education teacher. The goal is for students to remain in the general education setting for all instruction. The full-inclusion model allows students to receive individualized and small group instruction within the general education classroom setting to engender the following benefits:

- Transference of knowledge and exposure to the course content;
- Deeper level of instruction (Differentiation of instruction, cooperative learning, peer tutoring, group projects);
- Removal of stigma of receiving special education services and;
- Maximized student involvement with non-disabled peers.

The test accommodation for a flexible setting will be adhered to as IEPs dictate, and students for whom the accommodation is applicable will be allowed to take their assessments in a designated classroom. Special assessment accommodations will be given during state/district assessments. State performance indicators are used in the development of students’ IEPs, aligning their skills with the expectation of Metropolitan Nashville Public Schools. Modifications of class work, class projects, assessments and homework are ongoing with the full inclusion model of instructional resource services.

Monitoring and Evaluating Progress

Because the school model relies on data to drive instruction and intervention, and because those data is communicated with parents as it is collected (including weekly progress reports, quarterly report cards, and state and nationally norm-referenced assessment data sent home as it is received by the school), frequent communication with parents about the progress of their child will be ongoing. Every progress report given to parents will be monitored by special education staff and include feedback on the child’s progress from the child’s special education teacher. The special education teacher will also be available to parents to address academic and social adaptation issues, in addition to providing guidance on IEPs and IEP meetings.

¹¹ Sailor, 2003: http://www.forumeducation.org/downloads/schoolwide_applications_model.pdf

Promotion

All special education students will meet the same promotion criteria to move to the next grade, with appropriate modifications made as IEPs dictate.

English Language Learners

The Tennessee Board of Education has an English as a second language (ESL) program policy (3.207) that KNCPE will follow. It is designed to set the minimum standards for Tennessee school districts in providing services to non-English language background (NELB) students who are also limited English proficient (LEP). These students are referred to as English Language Learners (ELLs).

Identification

Upon enrollment, the school will identify whether a student is an LEP learner by first checking the student's registration information regarding non-English home language, if applicable. Each parent enrolling his or her child will be given the home language survey to determine the predominant language spoken in the home. If the assessment indicates that there is a language being used other than English, the child will then be classified as NELB and assessed for English proficiency using the English Language Development Assessment (ELDA). However, if the NELB student has documentation from a previous district of meeting the definition of fluent English proficient (FEP), the student will then be assessed with the state-approved English language proficiency test to determine whether (s)he is LEP. Students' eligibility for the program will be annually re-assessed with the ELDA.

Monitoring and Evaluating Progress

In addition to the weekly, unit, and quarterly exams, NWEA Measures of Academic Progress (MAP, a nationally norm-referenced assessment), and quarterly literacy assessments given to each student annually to measure academic growth, ELL students will take the ELDA each spring until they reach a level 5. Data on assessments will be disaggregated for LEP students by the ELL-certified learning specialist during data analysis days to measure the longitudinal progress of LEP students against that of their native English-speaking peers. This bi-annual review of student growth will inform adjustments to the service delivery model for ELL students.

Strategies and Programming/Staffing

ELL support at KNCPE relies on collaboration between the ELL-certified learning specialist and the content teachers. KIPP Nashville will staff an average of one ELL-certified learning specialist for every 40 ELL students. The learning specialist supports content teachers in planning, pushes into ELA instruction, and provides pull-out services for support in other content areas during tutorial block. All ELL students work toward mastering the same standards as native English-speaking students. In ELA classes, this is facilitated through the reader's and writer's workshop model. The reader's workshop structure starts with a whole group mini-lesson, followed by students reading their independent book to practice the mini-lesson skill as well as previously taught spiraled skills in a text that is appropriate for their reading level. Research shows that repeated reading of books on a student's level as they are acquiring a second language is critical to language development for ELLs.¹² During the independent reading

¹² Carlisle, J.F., M. Beeman, L.H. Davis, & G Spharim. (1999). Relationship of metalinguistic capabilities and reading achievement for children who are becoming bilingual. *Applied Linguistics*, 20, 459-478.

time, the learning specialist will push into the reading class to confer with ELL students or pull a group to do guided reading with students as they need the support. The writer's workshop model follows the same structure. During the independent work time, the learning specialist is able to provide additional support throughout the writing process.

Students Who Are Not Meeting Standards

The entire KNCPE model, including frequent assessment, data-driven instruction, highly engaging instructional best practices, consistency in protocols and expectations, extended instructional time and all the strategies described herein were identified for use at the school because it is anticipated the majority of students who enroll will have initial difficulty meeting standards.

Further, KNCPE will implement the Response to Intervention (RTI) approach to provide intensive intervention for students who do not qualify for special education services but require additional support to master standards through the child study process. The school leader will provide oversight, structure, and follow-up in managing the intervention program by overseeing the implementation of the program by the appropriate Assistant Principal.

The child study process is in place to help grade teams identify students about whom they have academic or behavioral concerns. The team comes together as needed, identifies the concerns and then agrees on strategies every teacher will implement consistently to address the concern. Teachers use the PRIM (Pre-referral Intervention Manual) as a resource for intervention strategies, as well as ideas or recommendations from the Assistant Principal, school leader and/or KIPP Nashville instructional staff. The teachers commit to implementing those strategies for 3-4 weeks. After 3-4 weeks of implementing and documenting the strategies, the team comes back together to determine if: (1) The child study strategies worked, in which case they'll keep the interventions; (2) The strategies did not work and the team wants to repeat the process with different strategies; or (3) The strategy did not work and the team wants to refer the student for evaluation for additional services. Please see Attachment 23 for a copy of the Child Study Template.

The team will use the data from ongoing screenings, such as the MAP and interim assessments to place each student in appropriate interventions that will meet their learning needs, as well as measure the impact the interventions have had on the student. The Assistant Principals will access assessment data in Mastery Connect, when applicable, to track student data over time and ensure the child study team approach is providing appropriate support to students as needed.

Students receiving Tier 3 intervention will complete systematic intervention programs as needed such as Wilson Just Words, Read Naturally, or Key Math. These programs offer remedial skill and strategy development to supplement students' ongoing grade level coursework.

The following steps are followed in the support of students who require intervention and do not currently have an IEP.

1. Progress Monitoring

The identification of students who may need special education services begins with classroom teachers who are most familiar with each student's learning patterns and challenges. During data meetings, teachers will review, analyze and discuss individual student progress in the general education curriculum. Re-teaching plans will be designed, implemented and monitored by the grade-level team for students who have not mastered concepts during the initial teaching/testing phase. In addition, the school will monitor student progress in both reading and mathematics. Progress monitoring provides a strategic method of monitoring student performance and evaluating instructional changes.

2. Data-Driven Intervention

Students who continue to have difficulty in the general curriculum and whose progress monitoring indicates they are making less than adequate progress will be given more intensive intervention. These students will continue to receive progress monitoring, but instructional support may be in the form of smaller instructional groups in the general education classroom, extra assistance from a volunteer tutor, and/or intensive support from the intervention teacher and/or during the daily intervention period. Parents of these students are notified of their student's academic difficulties via a "Notice of Concern" and are engaged with the school guidance counselor, teachers and other support staff in the process of problem solving and discussing supportive educational options. The intervention periods provide time for academic interventions as part of the RTI protocol.

3. Child Study Team

If a student is still unable to meet standards with the school-wide interventions in place, a child study team process is initiated for a team of staff to specifically review the student's needs and progress. Relevant data – such as internal and external assessment results, vision and hearing screenings and attendance data – are reviewed. Specific recommendations are identified with a commitment to implementation and further study over a 3-4 week period.

4. Evaluation

Those students who need more educational support as identified through progress monitoring, or who do not make sufficient academic progress after the above steps have been implemented, may be referred for further evaluation through a third-party (likely to be MNPS, with whom KIPP Nashville currently has a contract for referral services of KAN students), such as a school psychologist or other professional licensed to conduct special education evaluations, including and/or to their family physician for evaluation of a medical condition, such as ADHD. If the completed diagnostic shows that the student is eligible for special services or ADA support services, an Individualized Education Program (IEP) and/or a 504 Services Plan may be developed.

Gifted Students

KIPP Nashville has outlined an education program that provides a differentiated approach, which will benefit gifted students in the same ways it benefits struggling learners, by teaching students where they are and pushing them to excel and grow, rather than just meet proficiency standards. The growth plan for an accelerated learner will look much like that for a struggling learner: every student will have ambitious goals and be expected to demonstrate significant growth, and this

growth will be evaluated through the review of longitudinal growth data for each individual student. Although it is anticipated that most of the students who enroll in KNCPE will be behind grade-level and/or struggling with proficiency, it is expected that many of these students may still be gifted in other areas. Flexible grouping in the workshop model for reading, writing, and math provides enrichment for students who excel in reading, and students who demonstrate superior results on assessments in a given content area will receive additional challenges both within and outside of the curriculum.

V. Performance Standards and Assessments

Performance Standards/Assessments/School Culture

Chartering authorities review schools' progress through ongoing and annual reports and audits. Some authorizers may develop and incorporate performance frameworks in the charter agreements that govern those reviews. Though charter agreements are for 10 years, authorizers also conduct an interim review at the end of the fifth year of operations.

However, charter schools should have their own plans for evaluating their school's performance, especially regarding the academic performance of students.

Academic Performance

Responses to the following items regarding student performance standards must be consistent with the Tennessee Curriculum Standards and Common Core State Standards. Please review the State's plans for full implementation of the Common Core Standards.

- Describe the proposed charter school's annual and long-term academic achievement goals, in measurable terms.
- Explain how students will matriculate through the school (i.e., promotion/retention policies and graduation requirements). Tell how parents will be informed and educated about these standards.
- Provide the school's exit standards for students. These should clearly set forth what students in the last grade served will know and be able to do.

Assessments

Charter school students must take the same State mandated assessments (e.g., TCAP and End of Course) as students in other public schools. In this section, sponsors should:

- Identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's chosen curriculum, performance goals and state standards.
- Explain how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, and the entire school – throughout the school year, at the end of the academic year, and for the term of the charter agreement.
- Explain how the school will collect and analyze student academic data, use data to inform and improve instruction, and report that data to the school community. Identify the person/persons or positions that will be responsible for the collection and analysis of assessment data.
- Describe the process for collecting data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.
- Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data.
- Describe the school's approach to help remediate students' academic underperformance. Detail the interventions and remediation to be implemented and how they will be chosen. Cite the research/rationale for the chosen methods.

Academic Performance

Academic Standards

Students receive standards-based report cards that reflect student progress toward mastering the assessed standards for each grade level. For each standard, students are assessed on a scale of 0

– 4. The significance of these levels is as follows:

- 0 – The student has no mastery of the standard.
- 1 – The student has minimal mastery of the standard and needs continued support.
- 2 – The student has partial mastery of the standard and needs minimal support.
- 3 – The student has grade level mastery of the standard and is able to work independently.
- 4 – The student has above grade-level mastery and is able to apply this standard in new situations.

Three factors will be considered in promotion decisions: attendance, overall reading level, and grade-level standards mastery, as cited on the report card aligned to the CCSS. Parents of students who are in jeopardy of being retained will receive notice of this possibility in writing at the end of the second quarter.

Students who accumulate more than 15 absences during the school year will be considered for retention in their current grade-level.

Students who are not reading on grade level by the end of the academic year are eligible for retention in the elementary school, and students who are reading more than half a year below grade level according to the final STEP and MAP test results will be automatically retained in their current grade-level.

Students are expected to master all standards by the end of each grade level (thereby receiving a 3 in each area). Students who average below a 2.8 on any English Language Arts or Mathematics at the end of the year are eligible for retention, and students who average below a 2.4 will be automatically retained.

Promotion recommendations are made by classroom teachers, and final promotion decisions will be made by the School Leader. The school reserves the right to make exceptions to this policy given special circumstances.

Exit Standards

In order to be promoted from KNCPE to 5th grade, students must have met the promotional standards outlined above. There are no additional requirements for 4th grade promotion.

Measuring Academic Progress

Teachers will engage in ongoing assessment of individual students through observation, examination of student work, running records, exit slips, and other informal methods so that they can constantly be aware of where each of their students is in relation to mastering the standards. Weekly, teachers will assess students on skills they learned in the week prior. During weekly content planning meetings, teachers reflect on their students' standards mastery data from that week, identifying skills that need to be retaught whole group, skills that need to be retaught to a small group, and skills to reteach one-on-one with individual students. Because teachers share

common pacing guides, they are able to learn from their peers’ successes, identify best practices, and implement proven strategies to accelerate their students’ learning.

Interim assessments are administered by classroom teachers quarterly. The KIPP Nashville academic leadership team, under the guidance of the KIPP Nashville CAO, creates the quarterly interim assessments based on the schedule of quarterly assessed standards. The academic team will use a CCSS-aligned item bank provided by KIPP National as the source for creating interim assessment items.

After the assessment, teachers scan multiple choice responses and score written responses in teams based on sample answers and enter them into Mastery Connect, a software that allows teachers to track ongoing standards mastery. Using Mastery Connect’s analysis tools, teachers can analyze cohort and individual student results by strands and standards assessed. They are also able to conduct item analysis to determine common misconceptions. Teachers can further see how students with IEPs, 504 plans, or who are designated ELLs are progressing in comparison with the general student population. Teachers also evaluate student progress by comparing current results to the student’s performance last year and the student’s performance throughout the course of this year. The absolute results and growth data are also used in determining which students require more support to reach our achievement expectations.

Corrective Actions

In the event that KNCPE falls short of the State’s and/or district’s student academic achievement expectations, the School Leader and CAO will immediately identify root causes of underachievement, such as poor teacher quality, poor administration, curriculum, class schedule, school culture, etc. The School Leader will assemble a team to design and implement actions to correct these root causes. If the school leader is deemed the root cause, the CAO and ED will design and implement an action plan.

Formal Assessments

Formal assessments, both formative and summative, will be consistent across all classrooms, scheduled throughout the year, used for data comparisons, and shared with parents. These include quarterly interim assessments, practice PARCC, STEP, and MAP,

	Interim Assessments	Practice PARCC Assessment	STEP	MAP
Description	Interim assessments in reading and math measure mastery of standards taught so far. These assessments are aligned to quarterly pacing guides, and created by the CAO.	Practice PARCC assessments in reading and math predict proficiency on the PARCC assessment. These assessments are created by the CAO.	The STEP is an individually administered assessment of reading capabilities. It measures reading level, accuracy, fluency, and comprehension.	The MAP is a computerized adaptive assessment that measures academic progress in reading and math. All schools in the KIPP network use MAP.
Grades levels	K-4	2-4	K-4	K-4

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Frequency	Given quarterly	Given annually, in the spring	Given on an ongoing basis, at minimum three times per year	Given three times annually, in the fall, winter and spring
Alignment to curriculum	Based on standards taught according to scope and sequence	Based on standards taught according to scope and sequence	N/A	N/A
Alignment to performance goals	Measures progress toward standards mastery performance goals	Measures progress toward PARCC performance goals	Measures progress toward reading level performance goals	N/A
Alignment to state standards	Aligned to Common Core standards	Aligned to Common Core standards	N/A	N/A

Using Data to Inform Instruction

The School Leader, Assistant Principal, and teachers will use student achievement data to determine who has and has not mastered each standard. As described above, standards mastery data analysis happens on a weekly basis, so that teachers can identify gaps as they occur and quickly act to remedy them. When a large number of students do not master a standard, teachers will reflect on their lessons and devise new lessons to reteach the standard. When only a few students do not master a standard, teachers will meet individually or in small groups with students who require remediation. When all students master a standard, teachers continue to spiral the standard intermittently so that students retain their knowledge and skills.

Teachers’ and leaders’ access to easily retrievable, live standards-mastery data is possible due to both software and personnel devoted to data analysis. KIPP Nashville uses Mastery Connect software to track standards mastery throughout the year. Each teacher has an account, where they can track each student’s mastery of standards individually as a cohort, and compared to other cohorts within the school. In addition, the school leader can view standards mastery on individual student, class, grade, and school levels. Access to this data allows teachers and leaders to make strategic decisions about teaching and planning. To ensure that all high quality data use, KIPP Nashville has a full time data analyst serving its schools to provide training on software use, maintain data validity and integrity, and develop custom reports as requested by individual school leaders.

Reporting Data to the Community

We report performance and progress in a variety of ways. Most clearly, we follow all procedures regarding the creation and the annual distribution of the No Child Left Behind report cards to all members of our parent community through direct mailing, our parent handbooks, and online. We also report individual student progress to scholars’ families throughout the school year. We provide parents with standards-based report cards that detail students’ academic, social, and attendance performance three times a year. We conduct in-person conferences with each parent after each report card. Additionally, we provide parents with progress reports, three times annually in the elementary school.

Stakeholders will use data in different ways. The CAO will use the data to evaluate the School Leader, as she bears direct responsibility for student achievement, and to determine areas of

success and areas of concern. The School Leader and Assistant Principal will use achievement data to evaluate teachers, guide revision of curriculum, and identify areas of strength and areas of concern. Teachers will use the data from their students to inform their own professional development, determine which students require additional support on which standards, and revise lesson and unit plans. Students will use their assessment data to reflect on their own performance and develop action plans to improve performance; we deliberately train our students to use data to set goals for themselves and decide how to work hard to reach those goals. Parents can use data to determine their own child's level of performance, evaluate the effectiveness of the school, inform their opinions during parent input sessions and evaluations, and ultimately determine if they want their child to attend our school.

Training and Support

The School Leader and Assistant Principal will hold weekly data meetings with teachers to assist them in determining what students know, what students do not know, and how to adjust instruction to insure mastery in the future. In addition, teachers have common data analysis and planning time to identify and replicate best practices.

The KIPP Nashville CAO and Data Analyst will provide additional training on analyzing and acting upon student academic data for the School Leader and Assistant Principal.

Remediation

Because KNCPE provides small classes (limited to 15 in grades K through 3) and ample time for individualized and small group instruction (reader's workshop, writer's workshop, math workshop), teachers have many opportunities to remediate students who did not master standards the first time they were taught. Teachers will use these times to meet with students in order to teach them a new strategy or approach to a standard and to provide additional practice on that standard.

VI. School Culture

School Culture

- Describe the desired school culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the charter school's mission, goals and objectives.
- Explain how you will create, implement and sustain this culture for students, teachers, administrators and parents starting from the first day of school. Describe the plan for acculturating students who enter mid-year.
- Explain how the school culture will embrace students with special needs, including students with disabilities, English language learners and students at risk of academic failure.

Culture of Achievement

KNCPE will create a college-focused culture in which students embrace the idea that college is important and, in order to effectively prepare for this goal, will internalize the habits of scholarship. The school will be a safe place for learning and will be characterized by academic excellence. Faculty and staff will have a "whatever-it-takes" stance and will work relentlessly to support their students' success. KNCPE families will support the school by being engaged in the school community and by actively participating in their student's education through frequent communication with the school about their student's behavioral performance. Clear expectations

about student conduct will ensure students and families are equipped to meet the high expectations for scholars and their behavior.

School Values

The school values have been identified as foci because they are necessary for students to climb the mountain to college and be successful in life beyond. The seven values of KIPP Nashville will be adopted at all school sites within the KIPP Nashville network of schools, including KNCPE. They were developed through a collaborative process that involved remarkable educators from KIPP and Riverdale Country School. This team collaborated with pioneering psychologists at the University of Pennsylvania, Angela Duckworth and Martin Seligman, and Chris Peterson of the University of Michigan. In their landmark work, Character Strengths and Virtues,¹³ Peterson and Seligman identify twenty-four character traits that were demonstrated by successful and happy people across time and culture. Of these twenty-four traits, the teams worked together to create a list of traits that correlate most strongly with success: these are the seven values that will unite all KIPP Nashville sites. Because the network will share the seven values, every school will be able to work collaboratively with the others to align instruction and recognition of the values.

1. *Optimism*: Hope, optimism, future mindedness, and future orientation represent a cognitive, emotional, and motivational stance toward the future. Thinking about the future, expecting that desired events and outcomes will occur, acting in ways believed to make them more likely, and feeling confident that these will ensue given appropriate efforts sustain and galvanize goal-directed actions.
2. *Zest*: A zest-filled, energized, vital person is someone whose aliveness and spirit are expressed not only in personal productivity and activity – such individuals often infectiously energize those with whom they come into contact.
3. *Grit*: Grit, perseverance, and persistence are the voluntary goal-direction actions in spite of obstacles, difficulties, or discouragement.
4. *Curiosity*: Curiosity, interest, and openness represent one’s intrinsic desire for experience and knowledge. Curiosity involves pursuit in response to challenging opportunities.
5. *Social intelligence*: Social intelligence is the trait of perceiving emotions in relationships, and then displaying a keen understanding of the meanings of those relationships. Socially intelligent people have an accurate self-understanding and self-assessment, including the ability to reason within large and small groups.
6. *Gratitude*: Gratitude is a sense of thankfulness and joy in response to receiving both tangible and intangible opportunities and gifts. Whether giving or receiving, gratitude stems from the perception that one has benefited due to the actions of another person.
7. *Self-Control*: Self-control, or self-regulation, refers to how a person exerts control over his or her own responses so as to pursue goals and live up to productive standards. These responses include thoughts, emotions, impulses, performances, and other behaviors. Simply put – self-control is usually used to refer to making oneself do things that one does not want to do and resisting temptation.

¹³ (Peterson, C. and Seligman, M.E.P. 2004. Oxford: Oxford UP),

New Student Orientation

Each new KNCPE student will participate in a mandatory orientation before the new school year begins. During the orientation period, students will spend time learning about the school culture, history and purpose. In addition, students will be taught all of the school-wide systems and procedures that the school will use to bring structure and order to the students' academic life. This ensures that every student is not only well versed in the expectations and culture of the school when school starts, but builds a cohesive, "team and family" environment wherein students will succeed. During orientation, students will practice transitions and other protocols meant to maximize instructional time, and learn how to get help when it's needed. Students will also be asked to sign a Commitment to College Completion at this orientation, where the commitment, the meaning of it, and its significance to the scholarly community are discussed at length. Students will be expected to be able to explain the school values and the commitment, as well as why such things are important to their educational success to ensure every student clearly understands the school's expectations and the rationale. Student acclimation to KNCPE routines and procedures will continue once the academic year begins, as teachers reinforce schoolwide expectation and set daily norms in their own classrooms.

Morning Meeting

Teachers in each classroom will lead their students in a short, daily morning meeting. Morning meeting is a time for students to build relationships with each other, shout each other out for displaying school values, and engage in character education lessons.

Community Meeting

Students who have met behavioral expectations each week are invited to attend a school-wide community meeting led by the School Leader. Community meeting is a time for students to celebrate their academic and character growth. Students also have an opportunity to share the products of their hard work with their teammates – e.g. written compositions, projects, artwork, music, etc.

Uniforms

To maintain an academically-centered culture, minimize distractions, and encourage a feeling of unity, KNCPE students will wear uniforms consisting of KNCPE shirts, a belt, pants and shoes of a color and style to be determined by the school leader as aligned with the school's scholarly environment. Positive behavioral support may be facilitated through dress codes and uniform privileges. For example, students who have attained a particular distinction for model behavior may wear a particular color to stand apart; honor students may wear a particular style of shirt or tie.

Staff Support of Culture

At KNCPE, staff will "sweat the small stuff," creating a culture of high expectations wherein all students will learn to behave as scholars who work together as a team. From appropriate posture and framing of a question in class to spontaneously demonstrating school values when opportunities arise, students will consistently be supported in behaving as scholars who demonstrate the school's core values through clear expectations and written and verbal feedback that explicitly addresses desirable and undesirable behaviors.

Staff will learn about this culture as part of the summer professional development. Every staff member will learn about the behavioral norms and expectations throughout the school, from the way students should SLANT to the acceptable language for students to use when asking a question. Because all staff will be trained in the same expectations for students and given tools (including iPads and LiveSchool software) to monitor those expectations, students will move seamlessly throughout the building with the same norms for behavior and attitude. Further, staff will be expected to maintain the culture as part of their evaluation and coaching. Teachers who need more support with implementing consistent expectations may receive individualized coaching and/or PD on building student culture. Classroom observations and even lesson plans will be reviewed regularly to ensure all teachers are effectively and consistently implementing the same norms and expectations of student behavior.

Students Entering Mid-year

Students and families considering entered KNCPE mid-year will have an opportunity to tour the school, meet with current students, learn about the school's mission, vision, and values, and become acquainted with the code of conduct. Once a new student joins KNCPE, teachers will be responsible for teaching classroom expectations and consequences to him or her.

Students with Special Needs

Nothing in the KNCPE Code of Conduct, or in the school's Student Commitment to College Completion will be permitted to infringe upon any rights provided pursuant to the Individuals With Disabilities Education Act, Section 504 of the Federal Rehabilitation Act of 1973, or the Americans With Disabilities Act.

Any student who is receiving special education services or has been identified as a student with a disability under the Individuals with Disabilities Act (IDEA) and whose acts are determined by the school leader or board of directors to have violated any rules, regulations or laws as alleged, shall be referred to an IEP committee. The IEP committee will be responsible for determining if the student's conduct is a manifestation of his/her disability and whether such conduct warrants a change in placement, amendments to the individual educational plan (IEP) and/or disciplinary actions. If the IEP committee determines that the student's conduct is not a manifestation of the student's disability, it shall determine what, if any, disciplinary actions shall be taken with regard to offenses that the student has been found to have committed. The IEP committee shall also have the authority to consider, recommend and implement any changes in a student's IEP or educational placement. If a student with disabilities has an IEP that includes disciplinary guidelines, that student will be disciplined according to those guidelines as required by IDEA. Students whose IEP does not include specific disciplinary guidelines may be disciplined in accordance with the school's discipline policies and procedures after following the procedures outlined above.

Nothing in these rules shall alter or adversely affect the rights of students with disabilities under applicable federal and state laws.

VII. Marketing, Recruitment, and Enrollment

Marketing, Recruitment and Enrollment

Like all public schools, public charter schools are open to any child, regardless of a child's specific needs. Though any student may now attend a charter school in that child's district, the law still requires authorizers to give preference to applications that demonstrate the capacity of a charter school to meet the needs of at-risk students. T.C.A. § 49-13-106.

T.C.A. § 49-13-113, further explained in [State Board Rule 0520-14-01-.04\(3\)](#) requires each charter school to "conduct an initial student application period of at least thirty (30) days." If, after that period, a school has more applicants than places, the school must conduct an enrollment "lottery within seven (7) calendar days of the close of the initial student application period." If spaces become available after the lottery is conducted, or if applicants do not exceed places after the initial period, enrollment may occur on a first come, first served basis.

Describe the marketing, recruitment and enrollment practices of the proposed school.

- Describe how parents and other members of the community will be informed about the school and how students will be given an equal opportunity to attend the school. Specifically describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English Language learners, and other students at risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.
- Provide as an attachment the school Enrollment Policy, which should include the following:
 - Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms.
 - A timeline and plan for student recruitment/engagement and enrollment.
 - An explanation of the purpose of any pre-admission activities for students or parents; and
 - Policies and procedures for student waitlists, withdrawals, re-enrollment and transfers.
- Provide the Student Handbook and/or forms that will be provided to or required of students and families, including any "contracts" with students and parents.
- What school zones within the LEA will the school target? Consider schools both at your tier level and in the tier level below. Why were these schools selected?
- Where are the families located you are trying to reach? What outside groups would you target for marketing and recruitment? Consider pre-schools, civic groups, camps, summer programs, faith-based institutions, etc.

Admissions Policies

KNCPE seeks to enroll a diverse student body. Admission to KNCPE will be limited to the grades and ages of pupils served by the school. As permitted by the Tennessee Public Charter Schools Act of 2002, the board of directors will give enrollment preference to siblings of students already attending or accepted to KIPP Nashville schools. The 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 enrollment and recruitment practices of KNCPE will comply with State of Tennessee and federal standards.

As provided in the charter school law, all parents of eligible students who choose to enroll their children in KNCPE may do so, subject to admissions priorities established in statute and spaces available.

To be eligible for admission, the student must provide:

1. Proof of residence within the Chartering Authority;

2. Proof of minimum age, and;
3. A completed application form.

Application forms will require: a student's name; date of birth; grade level; address; names, addresses, and telephone numbers of parents/guardians; names of siblings also applying or enrolled; and a signature verifying that the information is correct and that the parents/guardians are choosing education at KNCPE for their child. Application forms must be submitted to the school by the annual deadline determined by the board.

KNCPE 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. Toward that end, KNCPE may:

1. Require students to complete the grade preceding the grade the student plans to enter;
2. Require parents/guardians to attend informational sessions, or;
3. Require students and parents/guardians to sign the KNCPE's Commitment to College Completion that demonstrates their agreement with the school's mission and values

Student Recruitment

To inform parents of this educational option, KNCPE will widely publicize the nature and mission of the school to the surrounding community. To promote a diverse applicant pool, KNCPE will post notices in places such as neighborhood bulletin boards and local libraries. KNCPE will also arrange informational meetings through community leaders at community centers, churches, pre-school programs and housing developments, in addition to having a website with enrollment information. In addition, KNCPE will hold information sessions at neighborhood churches and community centers to ensure parents are aware of their options. When necessary, the application and promotional material will be available in Spanish and, where appropriate, community meetings will be translated into Spanish for parents. KNCPE will clearly define the school, its mission and its programs – but it is ultimately up to the parents to decide whether this school will be the best choice for their child(ren).

To ensure the students recruited represent the diversity of the target neighborhood, with a particular focus on low-income families, students with special needs, harder to reach families, academically low-achieving families, and academically low-achieving students, KIPP Nashville will partner with the KAN Parent Involvement Committee (and the KNCPE Parent Involvement Committee once the new school is open and the committee is established), to develop and implement a comprehensive student recruitment plan. The leadership of the PIC ensures the recruitment plan will be implemented at a grassroots level, with parents connecting and communicating with prospective parents in their communities. Moreover, organizations that serve low-income families and/or students from at-risk backgrounds will be included in the advertising of the school. Where possible, representatives from agencies that serve families from these communities will be given information about the school and its enrollment procedures to disseminate amongst the families served.

KNCPE will implement a systematic, methodical, documented recruitment process. Although recruitment efforts will be focused primarily on the east and north Nashville metropolitan areas,

the school will accept applications from across the district, as required by the Tennessee Charter School Law. KNCPE will use a combination of local print, as well as grassroots publicity and web-based means to promote the school. The board of directors ensures that admissions policies and procedures comply with the Tennessee Public Charter Schools Law. The following outlines the steps to the recruitment process that will be undertaken by KIPP Nashville on behalf of KNCPE (and by KNCPE leadership and the PIC once the school is operational):

- KIPP Nashville website features enrollment information for the new school and KIPP Nashville representatives are available by phone and email to answer questions and provide enrollment information for KNCPE (immediately upon charter approval);
- KIPP Nashville sends out mailer promoting the school and with a clear enrollment process in all target communities of east and north Nashville (October);
- Ads run in local newspapers and on radio stations about the new school and the enrollment process (October-December);
- School leader visits community daycares and preschools in North and East Nashville (September – November)
- School leader visits churches and community centers in North and East Nashville— printed materials about enrollment are sent home (November-December);
- KNCPE PIC (will be conducted by KAN PIC for the KNCPE inaugural year) holds a contest for parents to see who can elicit the most applications from their community (November-January);
- Mail acceptance letters and wait list letters to prospective students and all applicants;
- Mail welcome letters from current KIPP students and a KIPP bumper sticker to incoming students (February);
- Personal phone call from KIPP staff member to all waitlisted students (February);
- Enrollment On-boarding Meeting for all incoming students (March);
- Mail newsletter to all waitlisted students (March);
- Mail letter from 2014 KIPPster to all incoming students (April);
- Personal phone call from KIPP staff member to all waitlisted students (April);
- Home visits for new students begin (April)
- Mail letter to all waitlist students with timeline information (May);
- Mail packet to all 2013-14 KIPPsters with 2012-13 calendar, uniform, CTE, other info...(June), and;
- Students on wait list are contacted immediately as spaces become available (throughout the summer and school year).

The board of directors ensures that admissions policies and procedures comply with the Tennessee Public Charter Schools Law.

VIII. Community Involvement and Parent Engagement

Community Involvement and Parent Engagement

- Describe how parents and community members were engaged and contributed to the development of the proposed school.
- Outline how the school will engage parents and community members in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school

partnerships that strengthen support for learning and encourage parent involvement. Describe any commitments or volunteer opportunities the school will seek from, offer to, or require of, parents.

- Discuss the community resources that the school will cultivate for students and parents. Describe any partnerships the school will seek to establish with community organizations, businesses, or other institutions. Specify the nature, purposes, term, and scope of each partnership, including any fee based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include any documentation of pledged support from prospective partners as an **Attachment**.
- Include, as an **Attachment**, letters of support, memoranda of understanding, or contracts that indicate the proposed school is welcomed by the community in which the school intends to locate, is viewed as an attractive educational alternative, and reflects a community's needs and interests.

Community Support

Parent Contributions to KNCPE's Development

Members of the Parent Involvement Committee (PIC) at KAN contributed to the development of KNCPE by expressing their desire to have access to a KIPP elementary school for their younger children. They want a school where teachers and administrators hold themselves and students accountable for learning at the highest levels.

Parent Involvement Committee

Like KAN, KNCPE will have a school site Parent Involvement Committee. The PIC meets formally monthly. The PIC has its official monthly meeting to address any business, updates parents on what is going on at the school academically, and provides parents with training and guidance on how to support their students' efforts at home. The PIC also offers more informal opportunities for families of KIPP students to get together, creating a strong team of support for students outside of the school. Zumba classes, KIPP Through College trainings, and health and wellness seminars are all part of the monthly offerings for families the PIC provides.

The PIC will elect a representative annually to serve on the board of directors. The PIC will also designate members to serve on the Title I planning team and submit formal recommendations for the parent involvement plan component of the Title I school-wide plan.

Frequent communication with parents, in the form of conferences, reports home and phone calls helps keep parents engaged. Because every parent participates in a new family orientation and/or home visit wherein s/he signs a Commitment to College Completion, all parents will be informed of their role and responsibilities in a KIPP education before classes begin. Parents at KNCPE will be critical to the success of their students, so staff will receive professional development and coaching on developing and maintaining productive relationships with parents. School staff and the KIPP Nashville KIPP to College coordinator will work together to provide parents with training and one-on-one support to develop their capacity to engender success in their students and help them climb the mountain to college.

Community Engagement

KNCPE will adopt the same approaches to community involvement that have been successful at KAN. The current enrollment at KAN is not only reflective of the demographics of the community it serves, but reveals that some of the harder to reach and least successful students are enrolling at KAN. The success of enrolled students suggests that the strategies currently

employed have effectively enabled KIPP Nashville to reach out to the target community and effect positive change for students throughout greater Nashville. Community engagement may be manifest in the following ways:

- Robust non-academic support staffing to ensure frequent access to resources and support for families, which includes but is not limited to a case worker, school counselor, and KIPP Through College liaison.
- Frequent teacher-parent communication through bi-weekly progress reports (which include academic and behavioral data), quarterly report cards, conferencing available throughout the year at a variety of times and days, cell numbers for all staff members provided to all parents, parent workshops, the Parent Involvement Committee (which includes meetings, workshops, and social gatherings), monthly KIPP parent activities to encourage informal communication (which includes family-style meals, Zumba, and other activities according to parent interest), and other annual events like orientations and seasonal performances.
- Leadership of the Parent Involvement Committee (PIC) in recruitment of new families.
- Designated seat for an elected parent representative on the board.
- School leader-led outreach to community agencies, businesses, and non-profit partners.

The partners needed to accomplish the mission of KNCPE include community organizations and churches in Northeast Nashville. The executive director has cultivated strong relationship with neighborhood organizations surrounding KAN and has successfully leveraged these relationships on behalf of the students and their families. KIPP Nashville has also engaged community leaders and proprietors in lower East Nashville – the economic heart of Northeast Nashville. Through these relationships, KIPP Nashville has cultivated support for KAN and established a foundation of support KNCPE. As the organization deepens its impact in Northeast Nashville with KNCPE, the executive director and other school support center staff will work with the school leader to cultivate relationships with church, business and community leaders in the communities to be served.

Current community relationships will be leveraged on behalf of KNCPE and include the following:

- Asurion—local business that provides tutors and mentors for a weekly reading program;
- East Nasty Running Club—provides tutors and mentors for weekly reading program, Couch to 5K program for parents, and will offer a running club for students when KNCPE opens;
- City Church of East Nashville—supports recruitment efforts, supplies volunteers for the weekly reading program;
- Martha O’ Bryan Center—supports with recruitment and in talks to provide programming for KNCPE students, and;
- Vanderbilt University—partnership with the social work program to provide counseling interns, college visits for students to the campus *and* a recently developed partnership between Vanderbilt, the KIPP Foundation and KIPP Nashville to develop programs, projects, and activities to address recruitment and persistence of low-income students.

The executive director also collaborated with Mayor Karl Dean to help bring Teach for America (TFA) and the TN Charter School Incubator to Nashville. KIPP Nashville continues to work

closely with other charter schools and MNPS to build successful, college-preparatory options for all students in Nashville. Outreach to community agencies that serve the needs of KNCPE students and may partner to provide student services and programming is ongoing by the KIPP Nashville staff.

Because the vision of KIPP Nashville supersedes opening schools in the target communities, but effecting access to high-performing schools for all students in Nashville, KIPP Nashville leadership has been very involved with the community in a myriad of ways, including the following;

- Has a positive, productive relationship with Teach For America and The New Teacher Project, which has led to the utilization of these entities to introduce new teaching talent to the Nashville area (beyond the KIPP Nashville school site);
- The executive director participates on the Nashville Collaborative Compact Performance Framework Planning Team, which shares best practices for leadership development and teacher training amongst school leaders from throughout MNPS;
- KIPP Nashville initiated a special education practices audit that has led to the study of special education practices in 7 TN charter schools;
- Advocating for policy that promotes an environment conducive to improving schools/running high-quality schools, and;
- Outreach to the community through community meetings, neighborhood association events, and informal outreach to educate parents on best practices and expectations for their schools.

KIPP Nashville will continue to take the lead on community outreach, supporting the efforts of the school leader, non-academic support staff, and PIC to ensure widespread community outreach is achieved with success.

See Attachment 14 for letters from community entities that support the addition of a KIPP middle school campus in northeast Nashville.

Volunteerism

Parents are strongly encouraged, but not required, to volunteer at the school as a way of getting involved in their student's education. Community members are also strongly encouraged to volunteer. Volunteerism at KNCPE will be manifest in everything from after-school tutors who attend local universities to parents who assist with office tasks. KIPP Nashville has already formed a productive, positive relationship with a number of the local universities, and these relationships have yielded significant volunteerism from community members. It is anticipated that these relationships will be leveraged for greater volunteer involvement once KNCPE is open. All volunteer opportunities with non-student related tasks are managed by the office manager; the school counselor and school leader manages volunteerism that matches parents and community volunteers with students. Any volunteer who will work directly with students will complete a background check prior to his/her service.

Section 2: Operations Plan and Capacity

I. Governance

Governance

A public charter school “shall 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 law].” T.C.A. § 49-13-111(a)(1). Charter school governing bodies must include a parent of a current student in each school, and comply with open meetings and public records laws. Governing bodies do not need to be Tennessee non-profit corporations. But, charter school governing bodies need to hold meetings in compliance with Tennessee open meetings laws which are intended by the legislature to “promote openness and accountability in government,” and to “protect the public against closed door meetings at every stage of a government body’s deliberations.” *Metropolitan Air Research Testing Auth., Inc. v. Metropolitan Gov’t*, 842 S.W.2d 611, 616 (Tenn. Ct. App. 1992).

Describe the legal status of the proposed school, including whether the entity proposing the school is already incorporated as a nonprofit and whether you have obtained federal tax-exempt status. Tennessee Charter Law requires each charter school governing body to be a legally recognized 501(c)(3) non-profit corporation. This status should already be in place, or be close to being in place, before the application is submitted. Please include the following documents **as an Attachment**.

- Articles of Incorporation
- Proof of non-profit and tax exempt status
- Governing board by-laws
- Organizational charts explaining the relationship between the board, lead administrator, subcommittees and advisory committees
- Resumes of applicant team members (including any proposed leaders and founding board members)
- Draft of initial board policies, and
- Policies on Open Meetings and Open Records

Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.

Describe the governance structure at the school level.

- Describe the composition and size of the governing board. Explain how the proposed governance structure and composition will ensure there will be active and effective representation of key stakeholders.
- Describe how you will select a parent to serve on the governing board.
- Discuss the powers and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the board.
- Explain how this governance structure and composition will ensure the school will be an educational and operational success.
- Describe how the board will evaluate the success of the school, the school leader and its own performance.

List all current and identified board members and their intended roles on the table below (adding rows as needed). Summarize members’ interests in and qualifications for serving on the school’s board.

Explain the procedure by which current board members were selected, and how they will be replaced and/or re-elected. How often will the board meet? Discuss the plans for any committee structure.

Public charter schools are subject to the provisions of T.C.A. § 12-4-101 and 102 regarding conflicts of interest. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of

interest. If you have a completed conflict of interest policy, submit it with the **governing body attachments**.

Describe plans for increasing the capacity of the governing board.

- Is the current board the founding board only or will it transition to a governing board upon approval? How will the transition take place? Provide a specific timeline by which the transition will occur.
- How and on what timeline will new members be recruited and added, and how will vacancies be filled?
- What training will be offered to the board and when? Tennessee law requires at least one board training per year to be certified by the Tennessee Charter School Association.
- How will this board handle complaints? The draft complaint policy should be clear and follow an appropriate route for resolution of concerns raised by students, parents and/or stakeholders.

Sponsor

KIPP Nashville

KIPP East Nashville Preparatory, doing business as KIPP Nashville, shall be the sponsoring organization for KNCPE. The board of KIPP Nashville shall serve as the board of directors for the direct governance of KNCPE (referred to herein as either the board of directors or the board). KIPP East Nashville Preparatory, doing business as KIPP Nashville, is a non-profit 501(c) (3) organization that was formed in 2011 with the sole purpose of supporting the common needs of KIPP schools in the Metropolitan Nashville community (see Attachment 3A for the 501(c)(3) letter). KIPP Nashville will not only oversee the operations and performance of KNCPE, but also oversees all KIPP schools (of which KNCPE will be the fourth school) in the Metropolitan Nashville area. The purpose of this organizational structure is to increase the productivity and outcomes of each KIPP school by allowing school leaders to focus more on activities directly related to student achievement. Through the regional KIPP School Support Team, KNCPE will receive ongoing support throughout its operation, in addition to the planning and development support currently provided for the school. The overarching vision guiding the development and implementation of KNCPE has been developed under the auspices of the sponsoring organization; it will continue to inform and enhance that vision to better meet the needs and support the aspirations of the most economically and educationally disadvantaged youth of Nashville.

The KNCPE school leader reports to the KIPP Nashville Chief Academic Officer (CAO), who is accountable directly to the KIPP Nashville executive director. The executive director is ultimately accountable to the KIPP Nashville Board of Directors for the performance of all KIPP Nashville schools including KNCPE. The executive director is also indirectly accountable to the KIPP Foundation, for the performance of the Metropolitan Nashville region and the schools that comprise it. The KIPP Nashville CAO will provide academic and instructional support, and her feedback on the school leader's performance and the academic performance of the school will inform the executive director's evaluation of the KNCPE school leader. The executive director's primary goal is to ensure the high-quality, strategic growth and operational sustainability of the KIPP schools in the Metropolitan Nashville region.

Board of Directors

Board's Role in Governance of the School

KIPP East Nashville Preparatory, doing business as KIPP Nashville, shall be the sponsoring organization for KNCPE. The board of KIPP Nashville shall serve as the board of directors for the direct governance of KNCPE (referred to herein as either the board of directors or the board). The board of directors will control all of the operations and governance of KNCPE, by fulfilling three core responsibilities: to provide KIPP Nashville direction, oversight, and support. The members of the board of directors will be representative of the Nashville community and will have a wide range of experience and expertise, including: finance, marketing, education, management and administration, law and fundraising. As required by Tenn. Code Annotated § 49-13-104 (3), a parent representative of a child who is enrolled at KNCPE will be elected to the board of directors.

The board of directors shall ensure that all provisions of the charter are fulfilled in a manner consistent with the spirit and letter of the law. With support from the sponsor – KIPP Nashville – the board of directors will oversee financial management of the school and approve the annual school budget. The board of directors will also regularly review and approve the school’s curriculum and calendar, as well as the organization’s goals and objectives. The responsibilities of the board will be limited to governance, whereas the school leader (and to some extent the chief academic officer and executive director) will manage the school. The board will ensure that KNCPE is committed to the proven KIPP educational philosophy, is fiscally responsible (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 KNCPE have been designed to clearly delegate responsibility to appropriate parties and to set standards and expectations that can be used to measure performance and accountability.

The board governs KIPP Nashville by providing the management team with direction, oversight, and support. Through the diverse skills and perspectives of its members, the board will provide unique insight and objectivity to define desired outcomes and make or ratify key strategic decisions. The board provides oversight by tracking progress towards organizational goals, ensuring compliance with policies and maintaining institutional memory to ensure long-term sustainability. The board will support KIPP Nashville by leveraging individual expertise, relationships, credibility and access to resources to help support the organization in reaching its goals. In addition to these broad roles, the board’s responsibilities include the following:

- Serve as ambassadors for the school by clearly articulating the school’s mission, accomplishments, and goals to the community and by garnering support from important members of the community;
- Support and advocacy of charter-friendly policy initiatives at the local or state level;
- Participation in the budgeting process each year, providing advice and feedback to the school leader and executive director, as well as ultimately approving an annual budget and any subsequent amendments;
- Monitoring the implementation of appropriate fiscal controls by school leadership;
- Assuring that there are adequate resources for the school to fulfill its mission by working with the school leader and KIPP Nashville development staff to raise funds broker community or business partnerships that raise local visibility of the school and initiate funding opportunities;

- Serving as the grievance board for parent concerns that are unable to be resolved by the school leader and executive director;
- Monitoring and ensuring compliance with regulatory statutes and other local, state, and federal laws by regularly reviewing school policies, programs, and practices;
- Assessing its own performance annually by evaluating its success as a board and its performance in fulfilling its responsibilities, and;
- Identifying, recruiting, and screening candidates for the board of directors.

Composition of Board

The board of directors will be representative of the Nashville community and have a wide range of expertise, including finance, marketing, law, human resources, fundraising, philanthropy, and community relations. Most importantly, the board will have committed members who are:

- Firm believers that all children can and will realize high academic achievement;
- Dedicated to furthering the vision and mission of KNCPE;
- Eager to contribute their experience and knowledge to the governance of KNCPE;
- Willing to volunteer for one or more board committees and to contribute the appropriate time and energy necessary to follow through on assigned tasks, and;
- Skilled in working in a team environment.

The KIPP Nashville Board will maintain an average membership of between seven and fifteen members. The size and composition of the KIPP Nashville board ensure all board members have the opportunity to actively participate at meetings and on board committees.

Board Terms and Recruitment

Directors will serve three-year terms and may serve no more than two consecutive terms. The parent representative, as required by Tenn. Code Annotated § 49-13-104 (3), will be elected from the pool of parents of enrolled students. Interested parents will apply for a position on the KIPP Nashville board and will be elected by the board. This representative may serve up to three consecutive one-year terms and will be allowed to complete his/her term should the parent's child graduate from the school before the term has expired.

In the event of dismissal or resignation from the board or other vacancies on the board, prospective board members may be asked to join the board and will be selected by a majority vote of the board. The board, at its own choosing, may determine whether to reorganize at the time of the seating of the new board member. All board terms and policies are outlined in the bylaws, included as Attachment 3C.

Board Guidelines and Development

Board development is another critical component of creating and sustaining a high-performing school. The board of directors will invest the necessary funds and time to sustain an effective governing body. A commitment to continual development is reflected in the annual retreat for an in-depth review of the school's and board's performance. The annual retreat has consistently been certified by the Tennessee Charter School Association as KIPP Nashville's annual board training. The retreat will be used to review applicable regulations (such as open meeting and open records laws), as well as revisit the bylaws and other guidance. This retreat will also be used to generate annual strategic plans. In addition, the board participates in an annual self-

evaluation process that helps the board better understand its strengths and weaknesses and serve as a useful tool for improvement. As necessary, the board will use consultants for retreats, resource development and to assist with strategic planning and visioning, and will have access to KIPP Foundation training sessions and materials designed explicitly for KIPP regional boards.

To guide the board's activities, a board manual will be made available to all new members. Each new board member will review the manual with the executive director and board chair and be expected to adhere to all policies and regulations outlined therein. The board manual includes, but is not limited to:

- Overview information, including the school's mission statement and articulated goals;
- By-laws and Articles of Incorporation (Attachments B and D);
- 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;
- Organizational goals;
- Strategic plan;
- Recent reports – financial, administrative, programmatic audit; annual report, and;
- Applicable regulations of governing bodies include open records and open meeting laws.

The board manual will be revised in collaboration with the school leader, the KIPP Nashville executive director and the board, and distributed to all board members and the executive staff. A school staff member will be responsible for ensuring that all information within the manual is kept up-to-date. This manual gives board members a clear sense of their roles and responsibilities and helps preserve the governance/management balance between the board and the school administration.

Annual Board Administrative Audit

The board will conduct an annual administrative audit, comprised of a self-review and executive director review. The board's self-review will align with the KIPP Framework for Excellent Governance (Attachment 15) and be comprised of a thorough evaluation of their leadership and performance to ensure that the leadership team is meeting its obligations and serving as a faithful implementer of the school's charter agreement. Based on the outcomes of the review, decisions will be made to improve areas of weakness and to highlight key strengths.

The board's review of the executive director will serve two functions:

1. To ensure that the executive director is meeting agreed-upon benchmarks established by the board and the school leader and consistent with the school's charter, and
2. To facilitate a dialogue about the school's performance between the board and the executive director.

The annual review will serve as an opportunity to review job performance during the preceding year, develop goals, discuss professional development, and evaluate the success of KNCPE and other KIPP Nashville schools. This formal evaluation will be the culmination of a year-long process that starts with a goal-setting meeting each fall. In addition, the board will periodically

conduct informal evaluations to ensure that any significant issues are addressed in a timely manner.

Board Officers

The board officers are comprised of a chair, secretary and treasurer. All officers of the board are elected by the directors at their annual meeting and will hold office for the term of one year. Each officer will continue in office until his or her successor shall have been elected and qualified, or until his or her death, resignation or removal.

Board Committees

The board of directors will work efficiently through a committee structure. The committees include a finance committee, a governance committee, and a development 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 who, in turn, will recommend a particular action to the full board for discussion. Each board member serves on at least one committee, based on his or her area of interest and experience. Committees will work closely with the executive director, school leader, board members and outside individuals and organizations, when appropriate, to achieve their objectives.

Meetings

The KIPP Nashville Board of Directors will comply with the provisions of the state statutes on Open and Public Meetings and Inspection of Public Records. All board meeting agendas will be posted in advance of the meeting and will be open to the public, unless the board calls an executive session. The school will maintain all records that may be requested from time to time from the public and will comply with the fullest extent of the law. The board will meet at least bi-monthly either as a full board or by committee. Meeting notices will be posted prior to each meeting so that parents are informed of meeting dates and locations.

Board Code of Ethics and Conflict of Interest

The board's code of ethics and conflict of interest are included as Section VI of the board bylaws (Attachment 3C). The policy does not replace but supplements all applicable laws and regulations. All board members have a duty to disclose real or possible conflicts of interest, which include financial or otherwise, and a decision regarding the appropriate procedure for addressing such conflicts will be decided by a majority of the board. The board will operate in a manner consistent with charitable operations and make available all minutes and available documentation regarding conflicts of interest upon request and is subject to periodic review. There are currently no relationships that could pose actual or perceived conflicts.

Current Directors

The members of the KIPP Nashville Board of Directors represent a cross-section of dedicated and experienced educators, community leaders, business and organizational leaders. Current board members were elected by the board and all share in KNCPE's mission of preparing students for top quality high schools, colleges and the competitive world beyond. Seven of the board members have served on the board of two years or more at the time of this petition. Current board members have expertise in financial management and investing, education, law, business management, and children's support services. Each year the governance committee

evaluates board member strengths and skill sets and recommends new members for election to the board to ensure the KIPP Nashville board retains the expertise needed to govern a growing network of KIPP Nashville schools.

The 2012-2013 KIPP Nashville Board of Directors are:

Full Name	Current Job & Employer	Position
Jim Flautt	Asurion	Senior Vice President of Supply Chain Operations
Larry Trabue	Pinnacle Financial Partners	Senior Vice President and Financial Advisor
Denise Boosalis	Nissan North America	Manager of ABS Accounting
Rich Wolfson	Clarcor, Inc.	Vice President, General Counsel & Corporate Secretary
Camiqueka Fuller	KIPP Parent / volunteer	KIPP Parent / volunteer
Daphne Butler	Parent / volunteer	Parent / volunteer
Drew Goddard	Bass, Berry, & Sims	Environmental Group Practice Leader
Rob Elliott	Stansell Electric	Vice President of Finance and Administration
Elizabeth Dennis	Parent / volunteer	Parent / volunteer
Felice McCoy	Asurion	Senior Director of Corporate Supply Management
Brad Smith	Aspire Health	Co-Founder & CEO

Jim Flautt (Chair)

Jim is Senior Vice President of Supply Chain Operations for Asurion. Prior to this, Jim led the program management teams for Asurion’s Handset Insurance, Warranty Management, Roadside Assistance and optimization of the company’s Reverse Logistics and Repair capabilities. He joined Asurion from DigitalThink, a Silicon Valley technology company where he held business development, business strategy and product management responsibilities, most recently as Vice President of Marketing. In addition, Jim has served as a strategy and management consultant for a wide range of technology and industrial companies with McKinsey and Co. He holds a Bachelor’s degree in Physics from the United States Naval Academy, as well as Bachelor’s and Master’s degrees in Philosophy from Cambridge University and an MBA from Stanford University. He served five years in the US Navy as a Nuclear Submarine Officer.

Larry Trabue

Larry is a Senior Vice-President and Financial Advisor at Pinnacle Financial Partners. Prior to joining the Pinnacle team in 2003, he served in leadership capacities with AmSouth Bank and Commerce Union Bank. Larry is actively involved in many Nashville non-profit organizations

and has served on the boards of Second Harvest Food Bank and Friends of Warner Parks among others. Born and raised in Nashville, Larry is a graduate of the Georgia Institute of Technology.

Denise Boosalis

Denise Boosalis is a Manager of ABS Accounting for Nissan North America, Inc. Prior to joining Nissan, she managed financial reporting functions at Asurion, Fruit of the Loom and Sara Lee Corporation after working in public accounting for several years and receiving her Certified Public Accountant designation. Ms. Boosalis received her Master of Business Administration from Christian Brothers University and her Bachelor of Business Administration from Millsaps College. She is a member of the Junior League of Nashville and completed the Young Leaders program in 2006.

Rich Wolfson (Governance Chair)

Richard Wolfson is the Vice President -- General Counsel and Corporate Secretary of CLARCOR Inc. (NYSE: CLC), a publicly-traded diversified global manufacturer of mobile, industrial and environmental filtration products and consumer and industrial packaging products. He joined CLARCOR in 2005, and serves on the boards of directors of several CLARCOR subsidiaries. From 2001 until 2005, Mr. Wolfson was a partner of the InterAmerican Group, a private equity and corporate development advisory services business, specializing in cross-border industrial transactions. From 2000 until 2001, Mr. Wolfson was the Senior Vice President – Business Development for Education Networks of America, a Nashville-based provider of internet services to public school systems in various states, including Tennessee. From 1991 until 2000, Mr. Wolfson was an attorney with the Chicago office of Baker & McKenzie, where he specialized in complex cross-border transactions and M&A. He was elected partner in 1999 and also worked for Baker offices in Barcelona, Spain and in Santiago, Chile. Mr. Wolfson is an honors graduate of Colgate University with a major in Spanish and minor in Economics, and holds a JD with distinction from Northwestern University School of Law in Chicago. He is fluent in Spanish. He and his wife, Lou Anne, have lived in Nashville for over 10 years, and have three children who attend Metro public schools (Julia Green and JT Moore).

Camiqueka Fuller

Ms. Fuller is a full time parent and community volunteer and is the proud parent of a KIPP Academy Nashville 7th grader, and a committed volunteer on the KIPP Academy Nashville Parent Involvement Committee (PIC). In addition to her volunteer work at KIPP Nashville, Ms. Fuller also regularly volunteers at the elementary school attended by her other two children.

Daphne Butler (Development Chair)

Daphne is the mother of four young children and is an active community volunteer. At present, she serves on the boards of STARS Nashville and the Children's House Montessori School. Last year she chaired the annual fundraising events for the Rape and Sexual Abuse Center and Kids on the Block, Nashville. This year she is chairing the Land Trust of Tennessee's annual Blue Moon event. Prior to moving to Nashville eight years ago, Daphne was Director of Strategic Online Wedding Registry Development and Director of Customer Care at Martha Stewart Living Omnimedia in New York City. Prior to Martha Stewart, Daphne helped start a multi-channel retail company in New York, worked in corporate relations for Burson-Marsteller, Inc. in

Chicago, and served as an investor relations associate for the Chicago-based investor Sam Zell. Her passion for education began upon graduation from the University of Virginia in 1991 when she moved to Washington, D.C. to work for Lamar Alexander at the US Department of Education. Since college, Daphne has volunteered as a mentor and/or tutor in Charlottesville, Washington D.C., Nashville, Chicago and New York. Daphne speaks Spanish fluently.

Drew Goddard

Drew Goddard is practice leader of the firm's Environmental Group. He graduated from Vanderbilt University School of Engineering in 1975, Tau Beta Pi, and from Duke University School of Law in 1978, Order of the Coif. He joined Bass, Berry & Sims in 1978 and has practiced environmental law for over 20 years. Drew is a former chair of the Environmental Section of the Tennessee Bar Association. He has served on external steering committees of the Tennessee Department of Environment and Conservation, is editor of the *Tennessee Environmental Law Letter*, and taught an environmental law course at Vanderbilt University School of Law for 13 years. He has served for several years on the various environmental committees and subcommittees of the Tennessee Chamber of Commerce and Industry and has lectured extensively on environmental law issues. In 2005, Governor Phil Bredesen appointed him as the chair of the Tennessee Heritage Conservation Trust Fund Board. Drew has been listed in *The Best Lawyers in America*® since 1991 and has been named one of the best environmental lawyers in the state by *Business Tennessee* magazine for the past four years.

Rob Elliott (Finance Chair)

Rob Elliott serves as Vice President of Finance and Administration for Stansell Electric Company, Inc., a Nashville based electrical contractor. Prior to Stansell Electric Company, Rob worked with early stage medical device and technology companies in the roles of entrepreneur, manager and investment banker. In addition to KIPP, Rob has sat on the Boards of The Mustard Seed School (Hoboken, NJ) and Bless the Children of Haiti (Boston, MA). Rob holds a B.Sc. in Commerce from the University of Virginia, McIntire School of Commerce and is a graduate of Montgomery Bell Academy.

Elizabeth Dennis

Elizabeth is a full time parent and community volunteer who has taken leadership roles in top non-profits in Nashville and New York. Prior to joining the KIPP Nashville team, Elizabeth enjoyed a successful fourteen year career in banking and finance during which she held positions with Goldman Sachs and Chase Manhattan Bank. In addition to her work with KIPP Nashville, Elizabeth has performed committee work and/or chaired philanthropic events for the United Way, the Sexual Assault Center, the Women's Fund of Nashville, Nashville Symphony, Frist Museum, Nashville Ballet, Southampton Hospital, and the Southampton Bath and Tennis Charitable Fund.

Felice McCoy

Felice McCoy excels at providing strategic direction and senior leadership within high-functioning organizations. Boasting a strong track record of success as a Supply Chain & Procurement Senior Executive, she is highly respected as a key influencer who accomplishes goals, gains peer consensus, and integrates diverse business units to achieve unified strategic goals. Well-rounded in her success, Felice has proven her adaptability and generalist experience

with outstanding achievements leading and transforming enterprise-wide procurement and supply chain programs as well as customer experience and net promoter score initiatives. Felice is recognized as a change agent and has transformed an unknown procurement group into a respected business unit known for contract expertise and vendor management. As the Senior Director of Corporate Supply Management at Asurion, she achieved this while successfully managing \$220 million in indirect global spend and by establishing key metrics, internal controls, systems, and databases. Felice's background also includes serving as Director of Project Management for a \$650-million collision repair company and transforming a local courier into a full logistics company as the president of a \$3-million logistics firm. Felice earned her EMBA from SMU, adding this to her educational achievements that already included a B.S. in Logistics from the University of Tennessee, Net Promoter Certification, and a Green Belt Six Sigma Certification.

Brad Smith

Brad Smith is the co-founder and CEO of Aspire Health, a new healthcare company focused on providing palliative care services to patients facing advanced illnesses. Prior to Aspire, Brad worked for the State of Tennessee in a number of economic development roles including as Interim CEO and President of LaunchTN, a public-private partnership focused on promoting entrepreneurship in Tennessee, and as chief-of-staff at the Tennessee Department of Economic and Community Development, helping oversee the day-to-day operations of the 140-person, \$220 million department. Prior to his time at the state, Brad was the founding executive director of the Tennessee State Collaborative on Reforming Education (SCORE), a statewide education initiative chaired by former U.S. Senator Bill Frist. Brad graduated summa cum laude from Harvard University, where he wrote his thesis on the effects of charter schools on student achievement, and has a Masters in Comparative Social Policy from Oxford University, where he was a Rhodes Scholar.

Resumes for each board member are included in Attachment 3E-2.

Parent and Community Involvement in Governance

KNCPE will encourage parent and community involvement in the governance process through the board. As required by Tenn. Code Annotated § 49-13-104 (3), an elected representative from the parent body will serve on the board annually to represent the interests of parents of KNCPE. In addition, the board recruitment process will focus on the immediate community served by KNCPE. Parents will also be invited to participate on board committees.

Governance and Operational Policies

The following policies have been established by the board to guide the governance and operation of schools within KIPP Nashville. Policies that pertain to staff have been included in the staff handbook, included as Attachment U.

Non-Profit Status

KIPP East Nashville Preparatory, doing business as KIPP Nashville, the sponsor of KNCPE, has been organized as a Tennessee nonprofit corporation and will operate as a tax-exempt organization pursuant to federal Internal Revenue Code section 501(c)(3). See Attachment 3B

for the Articles of Incorporation for KIPP East Nashville Preparatory and Attachment 3A for Letter regarding tax-exempt Status.

Commitment to Non-Discrimination

KNCPE shall comply with all applicable federal, state and local laws, rules and regulations, including, without limitation, the constitutional provisions prohibiting discrimination on the basis of disability, age, race, creed, color, gender, national origin, religion or ancestry.

Accountability

KNCPE shall operate under the auspices of, and be accountable to, MNPS and subject to all MNPS' policies and regulations, unless specifically waived.

Grievances

The KIPP Nashville grievance policy allows student, parents, and other stakeholders opportunities to voice and resolve grievances. Attachment 17 includes a copy of the KIPP Nashville grievance policy.

Procedures

KNCPE shall operate in compliance with all MNPS policies and regulations and all applicable federal, state and local laws, rules and regulations, unless specifically waived. Waivers from specific MNPS' policies or regulations and state law may be requested by KNCPE by submitting such a request, in writing, to the MNPS director of schools. The request shall include the reasons why KNCPE is in need of or desires the waiver. The director of schools shall have ten (10) school days to review the request and, thereafter, will present the matter before the school board at its next regular meeting. Waivers of the MNPS' policies and regulations may be granted only to the extent permitted by state law. In the event the policies or regulations from which KNCPE is requesting a waiver are required by state law, MNPS agrees to jointly request such a waiver from the state board of education.

Non-Religious, Non-Sectarian Status

KNCPE agrees that it shall operate, in all respects, as a nonsectarian, non-religious, non-home-based public school. KNCPE shall not be affiliated with any nonpublic or sectarian school or religious organization.

Mandatory Reporting

KNCPE shall develop, with the cooperation of MNPS, the types of reports MNPS would like from KNCPE. These written reports will concern its operations – financial or otherwise – including, without limitation, progress made toward its educational goals and objectives, policy development issues, student attendance and student discipline information and personnel matters.

Dissolution

In the event KNCPE should cease operations for whatever reason – including the non-renewal or revocation of its charter – it is agreed that MNPS shall supervise and have authority to conduct the winding up of the business and affairs of KNCPE; provided, however, that in doing so, MNPS does not assume any liability incurred by KNCPE beyond the funds allocated to it by MNPS under the charter agreement. MNPS' authority hereunder shall include, but shall not be

limited to, the return and disposition of any assets acquired by purchase or donation by KNCPE during the time of its existence.

School Governance

KIPP East Nashville Preparatory, doing business as KIPP Nashville, shall be the sponsoring organization for KNCPE. The board of KIPP Nashville shall serve as the board of directors for the direct governance of KNCPE (referred to herein as either the board of directors or the board). The board of directors will control all of the operations and governance of KNCPE. The members of the board of directors will be representative of the Nashville community and will have a wide range of experience and expertise, including: finance, marketing, education, management and administration, law and fundraising. As required by Tenn. Code Annotated § 49-13-104 (3), a parent representative of a child who is enrolled at KNCPE will be elected to the board of directors.

Operational Policies

KNCPE shall be responsible for its own operations within the limitations of any funding provided by MNPS and other revenues derived by KNCPE consistent with law, and shall have authority to independently exercise – also consistent with federal and state law – the following powers (including such other powers as provided for elsewhere in the charter):

- contract for goods and services;
- prepare a budget;
- select personnel and determine their compensation;
- procure insurance;
- lease facilities for school purposes;
- purchase, lease or rent furniture, equipment and supplies, and;
- accept and expend gifts, donations or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law and not contrary to any of the terms of the Charter.

MNPS shall be given written notice of all accepted gifts, donations and grants, and any conditions thereof on a monthly basis. In exercising these powers, KNCPE shall comply with all applicable MNPS policies unless a specific waiver is obtained. Upon request, KNCPE shall furnish to MNPS copies of all written policies or procedures it may develop with respect to any matter relating to its operations and educational program upon adoption of such policies by the board.

Travel Policies

Student Field Lessons

Field lessons and other off-campus learning experiences are an integral part of the KNCPE educational program. KNCPE believes that these experiences will provide invaluable opportunities to its students and anticipate that the majority of field lessons will have a college focus. These field trips will have a clear academic and educational purpose and be well planned to ensure maximum value. The school leader will approve all field lessons and off-campus learning experiences. The safety of the students is clearly a priority when taking students on fieldtrips and off-campus learning experiences and every reasonable precaution will be taken to ensure student safety. The procedures listed below are followed for every field lesson:

1. Each field lesson will be designed and planned by teachers under the direction of the school leader with clear objectives arising from KNCPE academic and enrichment programs.
2. Teachers will submit a detailed plan to the school leader for final approval three weeks prior to the planned field lesson. The plan must demonstrate that teachers have taken steps to minimize cost and maximize learning.
3. All field lessons will be provided at no cost to students.
4. Each parent/guardian will be required to sign and return a field lesson permission slip that will detail the purpose of the trip and provide all essential logistical information, such as where students are going, the duration of the trip and the mode of transportation. Parents are encouraged to participate in field lessons as well, and may sometimes serve as additional chaperones.
5. Emergency contact information for all students and appropriate first aid supplies will be brought on every field lesson.
6. Students will participate in appropriate follow-up activities at the school upon their return from the field lesson.
7. Teachers and administrators will evaluate the effectiveness of each field lesson.

Safety

The establishment and maintenance of a teaching and learning environment that promotes wellness, health and safety is a primary responsibility of the KIPP Nashville Board of Directors. Policies will be developed in accordance with all of the applicable health and safety laws and regulations of federal and state government as they pertain to public school operation.

The school leader is responsible for seeing that the day-to-day practice of safety is a part of the school and is included in 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 Nashville Board of Education policies and procedures. All staff members shall report current and

potential hazards to their immediate supervisors. Items that endanger school facilities and individual safety are not allowed on school premises.

Security

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

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

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

Crisis Intervention and Emergency Preparedness Plan

KNCPE is committed to providing a safe learning environment that supports academic achievement. School safety is a community issue that requires collaboration among schools, emergency response agencies, parents and the community. KIPP Nashville has drafted the KNCPE Crisis Intervention and Emergency Preparedness Plan which outlines procedures and activities that will be instituted to prepare for and react to emergencies. The Crisis Intervention and Emergency Preparedness Plan has been prepared as a living document that will be reviewed and updated at least annually.

As KNCPE prepares to open its doors to students for the first time, the Crisis Intervention and Emergency Preparedness Plan will be updated during the spring of 2015, approved by the board of directors and implemented so that newly-hired faculty and staff can be trained well in its contents. It is currently under review and will undergo additional revisions by the school leader. Completion of this plan is noted in the school's implementation timeline and the board of directors will expect to approve a final version of this plan at its July 2015 meeting.

KIPP Academy Nashville relies on its staff handbook which details many internal policies developed by the board not listed above. The principal of KNCPE will develop a similar handbook for KNCPE during the Fisher Fellowship planning year.

See Attachments 3A through 3F for the following:

- Articles of Incorporation
- Proof of non-profit and tax exempt status
- Governing board by-laws including policies on Open Meetings and Open Records
- Organizational charts explaining the relationship between the board, lead administrator, subcommittees and advisory committees
- Resumes of applicant team members (including any proposed leaders and founding board members)
- Draft of initial board policies

II. Personnel/Human Capital

Personnel/Human Capital

One challenge facing all public schools is having a sufficient supply (“pipeline”) of skilled teachers, leaders and support staff.

All teachers in a public charter school must have a current valid Tennessee teaching license, or meet the minimum requirements for licensure as defined by the state board of education. Statutes or rules relative to licensure may not be waived without jeopardizing the eligibility of charter school teachers to be licensed. Tennessee provides, however, a variety of alternative routes to licensure, which may be reviewed [here](#).

Charter school administrators may not need a license, if the school applies for a waiver of the applicable laws and rules.

Describe the proposed plan for staffing, recruiting, selecting and, the school’s personnel policies, and the school’s leadership structure.

- Explain the relationship that will exist between the proposed school and its employees, whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.
- Attach a copy of the school’s draft personnel policies and draft copy of the employee manual if developed.
- Will any positions be grant funded? What will be the purpose of these positions and how will they be sustained following the grant period?
- Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system. Explain the school’s proposed strategy for retaining high-performing teachers. Note that State law requires full-time charter school staff to participate in the same insurance and benefits programs “in the same manner as teachers and other full-time permanent employees of the LEA.” T.C.A. § 49-13-119.
- Describe your strategy, plans and timeline for recruiting and hiring the teaching staff, including the school’s plan for hiring appropriately licensed “highly qualified” staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school design.
- Define and elaborate on the draft procedures for hiring and dismissing school personnel, including conducting criminal background checks.
- Give a thorough description of the process for hiring the school leader. Explain how the school leader will be supported, developed, and provide a draft evaluation instrument for the school leader.

- Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes.
- Attach a copy of the school’s organizational chart and highlight the areas of this organizational structure that relate directly to the school’s vision, mission.

Fill out the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models.

Leveraging the KIPP Network

KNCPE will be part of the growing network of KIPP schools in Nashville and will be supported by the regional School Support Team, KIPP Nashville, as well as the national KIPP network. Through KIPP Nashville, KNCPE will have access to services and supports to reduce the number of responsibilities at the school site, enabling KNCPE to benefit from the expertise and experience of KIPP Nashville staff (including the CAO and executive director). Responsibilities including development, talent recruitment and data management will all be handled by the School Support Team to ensure the school site staff has the backing needed to meet its goals and facilitate superior student achievement.

Management

School Support Team

In determining the structure of the staffing model for the KIPP Nashville network of schools, the founding group sought to create a structure with clear accountability, clear division of responsibilities, and one that capitalizes on the expertise of the founders of the original KIPP Nashville school. Under that structure, the Board has appointed an executive director of the network.

The executive director is supported by other network staff who together comprise the School Support Team (SST). The SST includes a chief academic officer (CAO), a director of finance, director of operations, and a development director. This leadership team is accountable for appointing, developing, and managing school leaders.

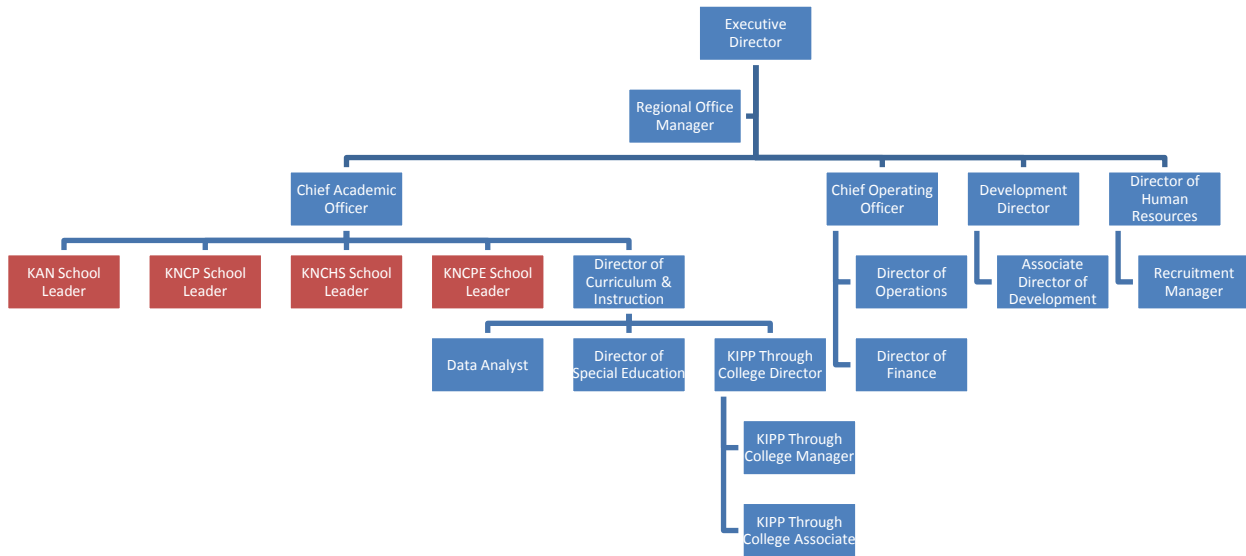
As the managing body responsible for operational success of the KIPP Nashville network as a whole, as well as for the success of each school within the network, SST staff carry out the following responsibilities:

Responsibility	SST staff responsible
Ensuring the academic success of each network school	CAO School Leaders
Ensuring the organizational viability of each network school	ED DO
Ensuring compliance of all network schools with all relevant laws and regulations	DO
Fundraising and development	Development Director ED
Public relations and marketing	Development Director
Facility acquisition and development	ED DO
First-tier staff recruitment	ED

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Responsibility	SST staff responsible
	School Leaders
Network-based hiring and firing (including school-based school leaders)	ED CAO School Leaders
School leader identification, development, and evaluation	ED CAO
Business Manager identification and development	ED DO
Setting employee compensation policies and ensuring consistent compliance	ED DF
Professional development for network staff and school-based Business Managers and deans of students	CAO School Leaders
Identifying opportunities to maximize efficiency through network-wide service provision and procurement	DF
Professional development for school-based school leaders	CAO

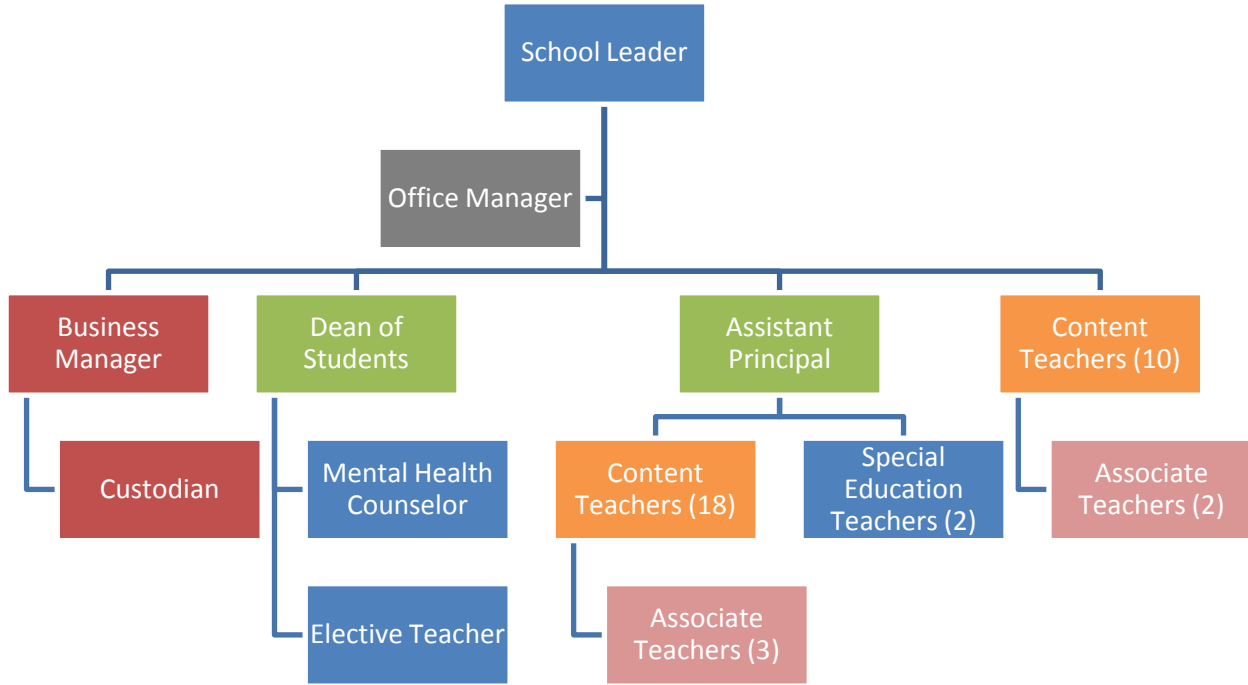
KNCPE Year 1 (2015-16) SST Organization Chart



The original KIPP Nashville school will “host” the operations of SST staff, incurring expenses directly, and then billing each network school on a proportional per-pupil basis. Network expenses will be tracked, accounted, and booked by network staff and will be charged monthly to each network school.

School-Based Staff

The school leader will report directly to the chief academic officer, and will be accountable for the academic success of that school. The school leader will have a business manager who reports to the director of operations and also has a dotted line to the school leader. The business manager is responsible for managing all non-academic affairs in the school, thereby freeing the school leader to be a true instructional leader. Each school leader also has an assistant principal to help ensure that the school leader can adequately manage the academic staff (primarily teachers).



School-based administrators carry out the following responsibilities:

Responsibility	Network staff responsible
Ensuring the academic success of the school	School leader
Hiring and firing of instructional staff and Business Manager	School leader
School-based budgeting, within the parameters of compensation policy (not staffing policy), network-based services and purchasing, facility constraints, and minimum reserve requirements.	School leader
All decision-making relative to curriculum and instruction, within the parameters of network academic standards, network interim test administration, and accountability to the network for academic performance.	School leader
Second-tier hiring of instructional staff and Business Manager	School leader
Professional development for all instructional staff	School leader
Ensuring the organizational viability of the school	Business Manager
Ensuring compliance of the school with all relevant laws and regulations	Business Manager & DO

Responsibility	Network staff responsible
Hiring and firing of operations staff	Business Manager
Facility upkeep and appearance	Business Manager
Second-tier hiring of operations staff	Business Manager
Professional development for operations staff	Business Manager & DO
All other school-based operations	Business Manager

School leader: Roles and Responsibilities

KNCPE will have one school leader, reporting to the CAO. The school leader will be accountable for the overall success of the school, and all school-based staff will either report directly to the school leader, or to another administrator who reports directly to the school leader. We have designed our organizational structure in this way in order to ensure that the school leader will have complete authority at the school level and the unchallenged ability to choose and/or replace all school-based staff.

The school support team will provide extensive support to the school leader in order to ensure that the school leader can focus almost exclusively on instruction. That support will take the following forms (more detail on each in the sections that follow):

Who	What
CAO	Train, support, and develop the School leader, including providing direct and regular performance feedback.
DO	Train, support, and develop the Business Manager and Dean of Students at each school, and train the School leader in managing and evaluating the Business Manager.
DO	Train all school-based staff in important compliance measures, ensuring compliance directly, through action, wherever possible and appropriate and coordinate multi-school procurement and service provision (in selected areas only)
Development Director	Manage all fundraising, publicity, and other development work.
DF	Provide all financial coordination, reporting, etc., with school-based staff conducting only minimal site-based recording and reporting and coordinate all state reporting
DO	Coordinate all technology maintenance and development
Recruitment Manager	Network staff will coordinate all student recruitment and all first-tier teacher recruitment (candidate recruitment and initial screens)
CAO	Network staff will coordinate all related-service providers, all necessary staff training and other compliance measures for special education and teachers of Limited-English-Proficient students.
Business Manager (school-based)	The school-based Business Manager will serve as the point person and will be accountable for non-academic program elements, including: all building issues, transportation, food service, health issues, student discipline, parental involvement and communication, the after-school program, and neighborhood relationships.

With this level of support behind him/her, the school leader will be able to focus nearly all of his/her time as the true instructional leader of the school, overseeing all instruction and curriculum matters at the school level, including carrying out all of the following responsibilities

- Supervising and evaluating teachers
- Observing teachers weekly (more frequently for some) and providing in person feedback
- Coordinating professional development
- Monitoring and providing input on scope and sequence, unit plans, and lesson plans
- Conducting data meetings on the basis of interim test results
- Adjusting the structure of the instructional program as needed

Kristin Wiens, a current academic dean at the original KIPP Nashville school, will be the school leader of KNCPE (resume attached). In selecting a school leader candidate, we looked first within the current school community, since replication will require above all else a familiarity with our current model. After the position was announced throughout the current KIPP Nashville community, Kristin was selected on the basis of her instructional knowledge, her years of experience, her record of academic achievement, and her demonstrated leadership qualities. Kristin has also been selected by the KIPP Foundation to participate in the highly selective Fisher Fellowship, the KIPP Foundation's school leader preparation program, from June 2014 through June 2015.

Instructional Leadership Recruitment and Development

In order to further support the School leader in the instructional leadership process and to reduce the number of direct reports to the School leader, the School leader will also have an assistant principal and Dean of Students, reporting directly to the School leader, who will be responsible for directly supervising, evaluating, and developing a segment of the teaching staff, under the School leader's oversight. Whether that segment of the staff is delineated by grade level (i.e. teachers in grades 3-4) or by subject area (all math and science teachers) is a decision the School leader will make.

The assistant principal will also be part of a pipeline of instructional leaders who could potentially assume the role of School leader. To further develop potential instructional leaders, the school will also run a highly selective Instructional Leader Fellowship. This fellowship role includes a carrying a full teaching load, helping coordinate and lead professional development, and observing teachers with the instructional leader and discussing the feedback that the instructional leader can and should provide to the teachers observed.

School leader Supervision, Evaluation, Support, and Development

The School leader at each school will report directly to the CAO, who will in turn be responsible for evaluating, supporting, and developing the School leader. The CAO will observe classes, walk hallways, and frequently attend professional development sessions, data meetings, and post-observation meetings in order to provide targeted feedback to School leaders.

Student achievement, in absolute terms and in value added terms will be the ultimate measure of the success of School leaders. The CAO will also regularly evaluate School leaders on the basis of the KIPP Leadership Competency Model (see Attachment 19). The CAO, along with the

School leader, will conduct baseline assessments of the School leader’s strengths and weaknesses according to the standards, set goals in target areas, and constantly assess and reflect on the extent to which School leaders are improving in each area.

The CAO will conduct bimonthly professional development sessions with instructional leaders from all KIPP Nashville schools in order to provide school leaders with organized opportunities to develop their skills and to collaborate with their colleagues. The content of those sessions will be based on the greatest areas of need identified in the evaluations and self-evaluations of school leaders relative to the Instructional Leadership Standards.

Business Manager Identification, Evaluation, Supervision, and Development

Business Managers will report directly to the School leader at each school, who will also evaluate Business Managers twice each year according to the KIPP Nashville Operational Leadership Standards. It will be the responsibility of the DO to hire, train and develop Business Managers, including pre-service and in-service training.

The DO will conduct bimonthly professional development sessions with Business Managers from all KIPP Nashville schools in order to provide Business Managers with organized opportunities to develop their skills and to collaborate with their colleagues. The content of those sessions will be based on the greatest areas of need identified in the evaluations and self-evaluations of school leaders relative to the Operational Leadership Standards.

Within each school, the Business Manager will also conduct regular professional development sessions with the school-based leadership team.

School Support Team Staffing Plan

The chart below outlines the plan for School Support Team staff growth over the first 5 years of KNCPE. The School Support Team’s growth has been planned to ensure the leaders of KNCPE and other KIPP Nashville schools are well supported and equipped for success when launching and leading their schools.

SST Staff	2013-14	2014-15	2015-16	2016-17	2017-18
Executive Director (ED)	1	1	1	1	1
Chief Academic Officer (CAO)	1	1	1	1	1
Chief Operating Officer (COO)	0.5	1	1	1	1
Director of Operations (DO)	1	1	1	1	1
Director of Finance (DF)	1	1	1	1	1
Dir, Curriculum & Instruction	0	1	1	1	1
Recruitment Manager (RM)	1	1	1	1	1
HR Director	0	0	1	1	1
Development Director (DD)	1	1	1	1	1
Associate Development Dir	1	1	1	1	1
KTC Director	1	1	1	1	1
KTC Manager	1	1	1	1	1
KTC Associate	1	1	1	1	1
SPED Director	0	0	1	1	1

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Data Analyst (DA)	1	1	1	1	1
Marketing Manager (MM)	0	0	0	1	1
Office Manager (OM)	1	1	1	1	1
Total SST Staff	12.5	14	16	17	17

Instructional Staff Recruitment

Careful teacher recruitment is essential for great teaching. The recruitment manager will be responsible for conducting first-tier staff recruitment activities: advertising, recruiting events, resume collection, and first round interview screens. Candidates will then be passed on to network schools for site-based interviews and the remainder of the candidate selection process. Initially, staff recruitment activities will be coordinated at the network level by the ED. As the number of schools in the network grows, we will hire a full-time Recruitment Manager to conduct staff recruitment.

In identifying strong candidates, KIPP Nashville looks for the following:

- Minimum 2 years of previous teaching experience, preferably in an urban setting
- Commitment to closing the achievement gap
- Evidence of intelligence and personal academic achievement
- A commitment to improvement and to actively seeking out constructive feedback and collaboration
- A strong internal locus of control

Staff Retention, Development, and Professional Advancement

Historical staff retention at KIPP Nashville has averaged 80%-85% annually (among teachers offered positions for the following year). KIPP Nashville teachers work extremely hard, but retention has been high because of the school conditions that allow teachers to be successful and to improve their craft. The 2012-13 mid-year staff survey results posted below reflect this staff positivity:

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
<i>I have the opportunity to do what I do best every day.</i>	54%	38%	8%	0%
<i>In the last seven days, I have received recognition or praise for doing good work.</i>	58%	38%	4%	0%
<i>Someone at KIPP Academy Nashville seems to care about me as a person.</i>	81%	19%	0%	0%
<i>Someone at KIPP Academy Nashville encourages my development.</i>	69%	31%	0%	0%
<i>KIPP Academy Nashville's mission and purpose make me feel my job is important.</i>	81%	19%	0%	0%
<i>In the last year I have had opportunities to learn and grow.</i>	73%	19%	8%	0%
<i>I would recommend KIPP Academy Nashville to a friend as a great place to work.</i>	35%	54%	12%	0%

KNCPE Staffing Growth Plan

The KNCPE staffing plan maintains a low student-adult ratio, and a student-teacher ratio of below 16:1 in lower elementary grades, and up to 25:1 in fourth grade. This smaller environment ensures every student gets the individualized attention and support needed to meet rigorous standards. The assignment of an assistant principal to just two grade levels ensures that discipline and academic concerns can always be handled promptly and thoughtfully. This model also allows for weekly one-on-one coaching sessions with each teacher and the school leader or assistant principal to ensure lessons are strong and assessments reliable.

Position	Year 1	Year 2	Year 3	Year 4	Year 5
School leader/School Leader	1	1	1	1	1
Assistant Principal	1	1	1	1	1
Dean of Students	0	0	1	1	1
Classroom Teachers (core subjects)	12	18	23	28	28
Classroom Teachers (non-core – special education, EL, foreign language, etc.)	1	1	2	2	2
Student Support Position 1 (specify – e.g. social worker, psychologist, etc.)	0	0	1	1	1
Specialized school staff 1 (elective teachers)	0	0	1	1	1
Teaching aides or assistants (Associate Teachers)	1	3	4	5	5
School Operations Support Staff (Office Manager, Business Manager, Bus Drivers, Custodian)	4	4.5	5	5.5	5.5
Total KNCPE Staff:	20	28.5	39	45.5	45.5

The staffing model above outlines the needs for staff as the school grows one grade a time, starting with 96 kindergarteners and 96 first-graders in year 1. The business manager, assistant principal, and school leader will all start in year 1 as the leadership team, with a dean of students added in year 3 to this team when the school first offers third grade.

Bus drivers will be hired, as needed, to meet the transportation needs of enrolled students. KNCPE will adjust this number if a larger number of students walk or rely on parent transport to get to and from school. The custodian, as an employee of the school, will maintain the facility regardless of the number of enrolled students.

Lower grade levels will have six core content teachers while third and fourth grades will each have five core content teachers. Core content teachers will teach all subjects in self-contained settings. Although the configuration of teachers and subject areas may change to meet the needs of the students (science teachers may be shared between upper grade levels to add an additional

reading/ELA teacher for example), the total number of teachers in each grade level will ensure a student-teacher ratio of 16:1 for grades K – 3 and 24:1 for fourth grade. An average of one special education teacher will be assigned for every 20 students with an Individual Education Plan (IEP) and an average of one ELL teacher will be added for every 40 ELL students (an ELL certified teacher will be utilized to support ELLs along with regular instruction unless KNCPE enrolls a population of students comprised of 40 ELLs or more). Elective teachers will start in year three along with a mental health counselor.

Job Descriptions

- School leader: The KNCPE school leader will implement KIPP’s Five Pillars in the operation of the school and will ensure that the mission, goals, and objectives of the school are being fulfilled. The school leader will oversee instruction and conduct each staff member’s formal evaluation, oversee the behavior management system, work with the leadership team and CAO to create and implement a high quality professional development and coaching program, and serve as primary liaison between the school and the community.
- Assistant principal: The assistant principal will be responsible for creating an environment that delivers quality instruction, develops teachers, and enables students to meet rigorous growth goals each academic year. In conjunction with the school leader, s/he will set school academic priorities and align school goals, professional development and interim assessments. In addition, the assistant principal will be responsible for implementing key student behavior management systems and take a lead role in addressing all student discipline.
- Dean of students: The dean of students will be responsible for overseeing KNCPE’s student interventions to ensure all students have an opportunity to succeed at KNCPE. The dean of students will oversee the student disciplinary process and will lead staff professional development sessions to develop and align school culture.
- Business manager: The business manager will work closely with the school leader to manage the day-to day finance and operations for KNCPE. S/he will report directly to the director of operations at the School Support Team with day-to-day oversight from the school leader.
- Office manager: The office manager oversees all administrative functions and is the first point of contact for visitors to the school.
- Counselor: The counselor provides students with non-academic support, referrals for outside services as necessary, and a means for addressing many of the challenges that come with students’ transition into adolescence. In addition, the counselor connects students and families to resources they need, such as access to food pantries, eyeglasses, human services, and other resources that support families through challenging times
- Grade team leader: Each grade level will have a designated grade team leader who leads grade team meetings and initiatives (such as paycheck celebrations and spirit days), child study teams, parent conferences, and collaborative planning. The grade team leader is chosen by the assistant principal based on leadership capacity and performance and receives a stipend to offset the additional responsibilities of the position.
- Teachers: All teachers are assigned to a content area or grade level (depending on the model finalized by the school leader in his/her fellowship year) and are responsible for the curriculum, instruction, culture, and success for all assigned students.

- Special education teachers: One special education teacher will be retained for every 20 students with an IEP. Special education teachers will “push in” to provide services to students in accordance with their IEPs and manage the IEP and referral processes. Special education teachers will also review disaggregated data for students who qualify for services to monitor the growth of students and make recommendations for adjustments to curriculum and instruction to best meet the needs of these students. Special education teachers may also plan and/or lead professional development initiatives for classroom teachers.

Organizational Chart

At KNCPE, our staffing model supports our philosophy that great teaching closes the achievement gap. Thus, the model is arranged so that the school leader will spend the majority of her time developing teachers into excellent instructors. Throughout the school’s growth trajectory, the school leader will collaborate with the assistant principal to directly manage all teachers. In year 3, dean of students will join the leadership team to provide addition leadership as the third graders prepare for their first PARCC test. Please see Attachment 2 for the organizational chart.

General Requirements for Employment

KNCPE employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism, with children, parents, prospective parents, co-workers and the community. All employees are expected to adhere to the requirements for employment described in the charter and personnel policies. All first-year employees are subject to a criminal background check and drug test, pursuant to Tennessee state standards. All instructional staff will be required to be highly qualified under NCLB.

- *School Leader*
The school leader will be required to have, at minimum, teaching experience and/or leadership training and/or experience.
- *Assistant Principal, Dean of Students*
Assistant Principals will be required to have, at a minimum, teaching experience and/or leadership training and/or experience.
- *Business Manager*
The Business/Operations Manager will be required to have management and/or financial leadership experience.
- *Instructional Staff*
Full-time faculty members will be required to obtain the appropriate teaching licensures as outlined by the state of Tennessee.
- *Non-Instructional Staff*
Non-core instructional 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 must demonstrate the abilities necessary to effectively carry out their responsibilities.

Employee Retention

Competitive Salary Range and Benefits

The KIPP Nashville salary scale is currently aligned with the MNPS salary schedule, with annual increases which must be approved by the KIPP Nashville board of directors during the annual budgeting process. KNCPE currently plans to use the same indicators for salary steps as MNPS (advanced degrees, tenure, etc.). After the first year at KIPP, salaries are typically increased annually by 3% to account for cost of living. This cost of living increase is approved annually by the finance committee against the budget if it can be accommodated, but cannot be guaranteed. KIPP Nashville may adjust salaries in the future upon completion of a comprehensive salary strategic plan.

Benefits are available to all staff. KIPP Nashville currently leverages the healthcare and retirement programs offered through Metro Nashville Public Schools. For the healthcare program, KIPP Nashville pays 75% of the program expense with the employee covering the other 25%. For certificated employees, KIPP Nashville pays about 9% of the employee's salary into the pension fund. For non-certified employees, this number is about 15.4%. Finally, KIPP Nashville manages all other payroll tax items including social security, medicare and unemployment insurance.

In addition to salaries, teachers are eligible for a leadership stipend, which is determined annually depending on the budget. Any teacher who has been awarded a leadership position (such as grade team leader, Miles Fellow, or extracurricular coach) receives a stipend to support their increase in responsibility. Finally, KIPP Nashville allocates a portion of the Miles Fellowship expense annually to offset the expense of the Miles Fellowship from the KIPP Foundation. The Miles Fellowship is available to staff who have been recommended by school leaders and approved by the KIPP Foundation for a year-long training program to develop their leadership skills.

Leadership Pipeline

In order to groom the most effective leaders of KNCPE, KIPP Nashville will support the school leadership team in the establishment of a formal, structured leadership pipeline. At the school level, various positions of leadership have been established to give strong teachers space to grow. Through the master teacher track, grade level chairs, department chairs, assistant principal and dean of students roles, staff members have several levels of responsibility they can work toward on the leadership track. Because all staff will have Performance Management (PM) plans, all staff will have a leadership goal they are working toward as part of their annual goals, with those who have been identified as leadership candidates given access to additional trainings, such as those offered by the KIPP Foundation, to develop their leadership potential.

On a semi-annual basis, KIPP Nashville's regional leadership team will conduct a leadership summit with KNCP leaders to identify staff with leadership potential, identify leadership pathways, and intentionally develop staff for leadership positions. This quarterly leadership summit works to address four specific goals:

- Increase alignment among regional leaders on trajectory of existing talent
- Identify KIPP school leadership program candidates and appropriate program
- Provide a recruiting roadmap of internal vs. external teacher leaders
- Highlight programming needs to move internal candidates to the next level
- Provide top performers with leadership development opportunities

Leadership summits are structured to consider each KNCPE employee's current and potential performance and to determine the highest organizational position that employee could obtain in the next four years. This planning allows KIPP Nashville leaders to be more strategic and intentional in the development of employees. Additionally, the frequency of meetings allows leaders to hold each other accountable for the development of all employees as well as providing an opportunity to course correct as necessary.

Specific leadership opportunities teachers may be afforded range from sponsorship of a student activity to grade team leader. In addition, as a KIPP school, all recommended staff will have access to multiple leadership training programs through the KIPP Foundation.

Work Environment Geared Toward Retention

KNCPE will realize its mission, in large part, through the excellent instructional staff it will recruit and retain. The most recent research reveals that the most important factor in successful schools and student outcomes is not class size, school size, instructional materials or budgets, but teacher quality. In fact, according to researchers, it is the most important school-related factor influencing student achievement, and thus will be a primary focus of the approach to attracting and retaining teachers.

Teachers indicate that a positive, collaborative school climate and support from colleagues and administrators are the most important factors influencing whether they stay in a school.¹⁴ In an effort to retain the best teachers at KNCPE, a scholarly, professional environment will be maintained, wherein teachers are responsible for the development of curriculum, drive school-wide initiatives and goals, and ultimately facilitate superior student outcomes. Frequent, meaningful, relevant professional development that is tailored to each teacher's individualized professional goals will also be made available, along with ongoing access to collaboration through common planning time, staff-wide planning sessions, and staff work-sessions. All teachers will be continually evaluated for their leadership potential, with myriad leadership positions and responsibilities delegated to teachers who are ready to effectively manage more responsibility.

Teachers who leave schools cite an opportunity for a better teaching assignment, dissatisfaction with support from administrators and dissatisfaction with workplace conditions as the main reasons why they seek other opportunities.¹⁵ Teacher development and support will be primary objectives and responsibilities of the school leader. Annual staff surveys as part of the Healthy Schools Review; weekly check-ins with the assistant principal; formal and informal meetings with the school leader and a continual evaluation of staff culture of the school will ensure that the professional environment teachers choose at KNCPE is maintained authentically and consistently. Supportive school leadership who create trusting environments where educators are engaged in decision-making has a significant impact on teachers' decisions about where to

¹⁴ Hirsch, E. & Emerick, S. with K. Church and E. Fuller. (2006) *Teaching and learning conditions are critical to the success of students and the retention of teachers: Final report on the 2006 Clark County teaching and learning conditions survey*. Hillsborough, N.C.: Center for Teaching Quality.

¹⁵ Ingersoll, Richard M. (2003). *Who controls teachers' work? Power and accountability in America's schools*. Cambridge, MA: Harvard University Press.

work.¹⁶ Teachers move in search of supportive school leaders and colleagues, reasonable teaching assignments and workloads, and sufficient resources.¹⁷ KNCPE has adopted a compensation schedule that fairly compensates teachers for their responsibilities, as well as robust professional development and leadership capacity building to ensure every teacher is engaged with appropriate responsibility and decision-making. Moreover, through the frequent and continual conversations between teachers and the leadership team, needs for resources can be assessed and needed resources will be provided in advance and promptly upon request.

Rather than lure the best teachers with unsustainable pay, bonuses, and benefits that cannot be maintained throughout the life of the school, the scholarly environment, leadership pipeline, and strong support network for teachers are designed to attract and retain high-quality teachers who are committed to the mission of KNCPE.

Staff Recruitment and Selection

Staff Recruitment

KNCPE will utilize a rigorous and comprehensive selection process designed to identify the strongest candidates for available positions. The KIPP Foundation and KIPP Nashville networks will advertise available positions locally and nationally, leveraging the strong relationships KIPP has made with myriad teacher preparation programs and universities throughout the country. Through advertisements in local newspapers and educational journals, postings on the KIPP national and regional websites, postings on other job boards and journals, and word of mouth, it is anticipated that KNCPE leadership will have a large pool of qualified candidates from which it will select its staff. Although the school will receive significant support in advertising available positions from the regional and national KIPP networks, staff selection will be the responsibility of the school leader.

Mission/Values-Alignment

In addition to seeking out qualified candidates who are student-focused and demonstrate a strong command of their subject area, KNCPE will be intensely focused on identifying candidates whose values align with the region's mission and values. All prospective staff must show a strong desire to teach an academically intense curriculum, commit to an extended school day, and continue their professional development. KNCPE teachers' Commitment to College Completion, both personal and professional, will result in their support of the KNCPE mission and ultimately to their students' success. The staff of KNCPE shall uphold the regional values: optimism, zest, grit, curiosity, social intelligence, gratitude, and self-control.

Beliefs and Values

It is crucial that a teacher have not just the right experiences and skills to be an excellent teacher at KNCPE, but that s/he have beliefs and values that align with the priorities of the schools and the strategies that will be used to engender success for all students. As such, KNCPE will use the

¹⁶ Hirsch, E. & Emerick, S. with K. Church and E. Fuller. (2006) *Teaching and learning conditions are critical to the success of students and the retention of teachers: Final report on the 2006 Clark County teaching and learning conditions survey*. Hillsborough, N.C.: Center for Teaching Quality.

¹⁷ Johnson, S.M, & Burkeland, S.E. (2—3b). Pursuing a "sense of success"; New teachers explain their career decisions. *American Educational Research Journal*, 40(3), 581-617.

KIPP Framework for Excellent Teaching (see Attachment 18) to help assess the strength of a potential teacher. All teacher candidates will be vetted to ensure the following beliefs are true:

- With effort and appropriate strategies, all children have what it takes to learn rigorous academic material. I have an unshakable belief in the potential of every child.
- I am accountable for my students' learning despite external factors out of my control.
- Success is measured by short-term results and ultimately by the lives the students choose to lead.
- With unwavering diligence every problem that exists in a school can and should be solved.
- Teaching is not finite. It requires continuous learning, reflection, and problem solving, and requires that I constantly increase my repertoire, matching what is best for my students with the circumstances.
- The whole school significantly affects student learning, so I will continuously seek to improve the school by building strong relationships with colleagues and families.

Likewise, all teacher candidates will be vetted through interviews, demonstration lessons, and reference checks to ensure the following character traits can be demonstrated and developed within the candidate:

- Demonstrates grit through challenges to ensure that all of his/her students learn and grow;
- Never gives up on students, and supports students in responding to life's challenges;
- Approaches all aspects of life and teaching with zest, energetically giving his all;
- Demonstrates love for students by building respectful, caring, professional relationships with them, keeping commitments, and making decisions with students' best interests in mind;
- Uses his/her understanding of her own motives and emotions and those of others (social intelligence) to build strong relationships, create a welcoming, engaging learning environment, and to ensure that students learn;
- Demonstrates self-control that supports a stable mood and follows through on all commitments;
- Takes time to thank the students for hard work and results, the families for supporting their kids, and colleagues for great teamwork, showing gratitude every day;
- Expresses hope about his/her students' future thanks to their hard work, and expresses hope for the constant improvement of his/her own practice, the school, and the broader movement;
- Brings humor to his/her relationships with students and colleagues and to her teaching to engage students and make learning fun, and;
- Lives and models the school's values and norms.

KNCPE is committed to clear expectations not just for students, but for staff as well. All teacher candidates will be vetted for professional experience and skill, as well as the above beliefs and character traits. As such, all teachers sign a "Commitment to Excellence", which outlines the KIPP Nashville values for success and against which staff will be subsequently evaluated.

Staff Selection

The KNCPE staff selection process will be designed to be both rigorous and comprehensive in order to ensure staff members meet the very high standards necessary for success. The selection procedure will include the following multistep application and interview process:

1. Resume and application review –KIPP Nashville Recruitment Manager
2. Initial phone interview – KIPP Nashville Recruitment Manager
3. In-person interviews – School leader or designee
4. Classroom observation –The school leader will observe the candidate teaching a classroom lesson
5. Reference Checks –School leader or designee
6. Criminal Background Check—KIPP Nashville staff

Once staff is hired for the first year, new hires in subsequent years may participate in a group interview with staff.

All employees of KNCPE will be required to be fingerprinted and must complete a criminal background check before employment.

Employment with KIPP Nashville is entirely at-will and not for a specified term. This means that KIPP Nashville may terminate a staff member’s employment at any time, with or without notice, and supersedes any and all prior representations, understandings, proposals, negotiations, agreements, and commitments, oral or written, regarding your employment with KIPP Nashville.

School Leader Selection

In order for KNCPE to meet its ambitious goals and for teachers to have the support they need to succeed, the school will benefit from the KIPP Foundation’s Fisher Fellowship (see Attachment 16) and school leader selection process. Kristin Wiens, the proposed school leader of KNCPE, has been awarded the Fisher Fellowship through KIPP’s rigorous, national selection process, which effectively selects a handful of best-qualified candidates to lead new KIPP schools. Kristin is currently a two-year KIPP Nashville veteran and has led teachers to dramatic TVAAS and TCAP results in her role as KIPP Academy Nashville’s academic dean.

Dismissing School Personnel

As at-will employees, personnel may be terminated at any time for any legal reason. As part of the close working relationship with leadership outlined in the following professional development section, all staff will have frequent, continual dialogues about the staff member’s performance and progress toward goals. Dismissed staff will receive a letter of termination and compensation, including benefits, will not be issued after the date of termination.

III. Professional Development

Professional Development

Describe the proposed school’s professional development plan and opportunities and how they relate to the chosen academic focus and plan. Explain career growth and development opportunities for staff to maximize the contribution and retention of highly effectively employees

- Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan.

- Provide a schedule and overview of professional development that will take place prior to school opening. Explain the topics that may be included during the induction period and how teachers will be supported in delivering unique or particularly challenging aspects of the chosen curriculum.
- Describe the expected number of days and hours for professional development throughout the school year and explain how the school's calendar, daily schedule, and staffing structure support this plan. Include time scheduled for collaborative planning and how such time will typically be used.
- Describe how the school's culture and leadership team will support professional growth.
- Describe the plan to cultivate future leadership capacity
- Explain how the school's staff will demonstrate a spirit of collaboration to share innovative practices across the entire district
- Describe the policies and procedures for evaluating staff, providing feedback and celebrating excellence.
- Detail who is involved in the evaluation process, how constructive feedback will be provided and how often.

Professional Development

Professional development (PD) at KNCPE will be characterized by collaboration. Through shared planning periods designated for collaborative planning and data analysis, and an evaluation approach that prizes ongoing communication, growth, peer observations and coaching, use of stakeholder data to drive goals, and participation in a national network of excellent educators through the KIPP Foundation trainings and KIPP Share tools, KNCPE teachers will constantly be supported to help others grow and grow from others.

Professional development at KNCPE will also be driven by data. Student achievement data will be collected effectively and frequently to ensure that teachers always have clear evidence for their goals and the measures of progress toward meeting those goals. Stakeholder data (such as parent and staff surveys) will also be used to drive the PD program, ensuring that areas that are not explicitly academic but that impact the success of the program (such as parent communication, staff satisfaction, etc.) are included as part of the annual PD plan. The KIPP Nashville data analyst is charged with the responsibility of collecting, compiling and reporting data for teachers to ensure that data is accurate and always readily available.

KNCPE will implement a PD program that authentically invests all staff, supporting them in working together with the support of the school leader and CAO. This approach will not only engender excellence in teachers who effectively realize the mission of the school, but will positively impact teacher retention and create a pipeline for leadership from within the school.

Weekly Coaching/Data Analysis

All teachers will submit and receive feedback on unit plans, unit assessments, daily aims and weekly assessments in advance of instruction or administration of assessment. Either the school leader or assistant principal assigned to a given grade level will meet with the teacher in a one-on-one session to review the prior week's assessment data along with the lesson plans for the upcoming week in order to adjust upcoming instruction to fit the needs of the students. The coaching sessions will also use longitudinal data to that point in the year, behavior data from LiveSchool, and any other relevant data to inform the session. In addition to coaching to revise the subsequent week's instruction and assessment, each teacher will be supported in analyzing his/her growth towards individualized annual goals and self-identified priorities. These frequent,

ongoing meetings with the teacher's direct supervisor enable the teacher to get real-time feedback and support as well as ongoing communication about growth toward goals. As new priorities and trends emerge, these meetings may be used to help connect the teacher with appropriate resources (peer observations, assignments to collaborative planning teams, referrals for outside PD, support with parent communication, etc.) to facilitate satisfactory professional growth. Notes from these meetings will be used in conjunction with observation data and more formalized evaluation information to drive each teacher's annual coaching and evaluation process.

Goal-Based Individualized Professional Development

KNCPE will establish goals for staff through annual PD plans that are individualized for each staff member and school-wide goals. Each staff member will meet with his/her direct supervisor at the start of the year to review the prior year's data and evaluation (or information from the hiring packet if the teacher is a new hire) to determine annual goals and PD priorities. Staff members are expected to demonstrate a commitment to constant learning and professional growth and will be coached through the development they require to help the school meet all goals, as well as meet the personalized professional development goals set forth in each teacher's annual plan. Three subsequent, formal check-ins with the appropriate supervisor will occur throughout the year, in addition to weekly coaching sessions, to guide teachers on a path toward satisfactory professional growth. Because so much of a teacher's evaluation will be based on data, the subsequent three check-ins will occur soon after formal assessment data is made available and will utilize the assessment data disaggregated by cohort and class. The PD template can be found in Attachment xx.

KNCPE will maintain a scholarly environment in which all staff work together toward excellence, always growing, and committed to the school's mission.

- Each year, every teacher will set and achieve individual professional development goals and participate in PD that aligns to those goals.
- Each year, every teacher will participate in at least one professional conference or other significant professional development opportunity that is aligned with personalized goals from the teacher's professional development plan.
- Each year, every teacher will conduct and receive peer evaluations with every other teacher in his/her grade level and/or subject area.

Summer Professional Development

Each summer, KNCPE staff members will participate in two weeks of staff training and orientation in advance of the start of summer school. Staff-wide PD will continue in the hours after summer school for the two to three weeks students meet for abbreviated instructional days before the official start of the school year. During this time, teachers will work together to refine systems and structures and to practice them before students enter the school building. In addition, teachers will receive professional development on building knowledge and skill in foundational teaching tools: formative and summative assessments, curriculum alignment, long-term plans, unit plans, daily lesson plans and mastery tracking systems. Some teachers will attend regional/national conferences aligned to individualized or school-wide professional development priorities or KIPP's annual nationwide subject area conferences. These experiences will further

allow team members to share and learn best practices, to increase their understanding of KIPP's values and goals, and to successfully implement college preparatory strategies.

Ongoing Professional Development

Professional development at KNCPE will be characterized by collaboration around school culture and academic instruction. The four components of professional development at KNCPE will be: culture, data meetings, academic co-planning, and teacher coaching. As a KIPP Nashville school, KNCPE will benefit tremendously from the support of the regional network, collaboration with other KIPP schools in the region, and the support of the KIPP Nashville CAO. Through a longer day for teachers (all staff are expected to participate in meetings and trainings daily as a part of their regular schedule after students are dismissed), staff has myriad opportunities within their work day to receive coaching and PD as well as work collaboratively to devise instructional strategies.

Formal professional development will occur in weekly meetings which may be organized by grade-level, content area, small group organized by PD goal, specialty or whole staff. PD may also be held with other schools in the KIPP Nashville network to encourage the sharing of expertise. Early release or full-day PD days will be held immediately following significant formal assessments and take a more intensive approach to PD including but not limited to: guest professionals to workshop new skills and strategies, teacher-led data analysis, school visits and debriefs, grade-level or content-area collaborative planning, KIPP network trainings by Skype or KIPP Share, review and analysis of videotaped lessons and student work samples, student study teams and strategy planning, etc.

Culture sessions will be a time for teachers and administrators to create a healthy, consistent school culture for our students. Teachers will focus on particular behaviors on the "Classroom Culture" section of the KIPP Framework for Excellent Teaching (see Attachment 18). They will improve their practice by watching classroom videos of their peers and giving and receiving feedback.

Data meetings will be a time for teachers and administrators to assess how our students are progressing academically. The School Leader and/or the Assistant Principal will collect the data from the most recent assessment. Teachers will decide what their students know and what their students do not know yet. Then they will create an action plan for every child to reach mastery on every skill. Action plans may include reteaching or spiraling content that was not mastered by every student during whole-class instruction. Teachers will also create plans for what skills to reteach to individuals or small groups during workshop time.

Co-planning meetings will be a time for grade teams to plan their academic lessons for the week. Teachers will create assessments, unit plans, and lesson plans to share with their team during this time.

Coaching meetings with the School Leader or Assistant Principal are a time for teachers to develop their craft. The teacher will be supported in analyzing his/her growth towards individualized annual goals and self-identified priorities. These frequent, ongoing meetings with the teacher's direct supervisor enable the teacher to get real-time feedback and support as well as ongoing communication about growth toward goals. As new priorities and trends emerge, these meetings may be used to help connect the teacher with appropriate resources (peer observations,

assignments to collaborative planning teams, referrals for outside PD, support with parent communication, etc.) to facilitate satisfactory professional growth. Notes from these meetings will be used in conjunction with observation data and more formalized evaluation information to drive each teacher’s annual coaching and evaluation process.

The table below outlines each component of the KNCPE program for professional development.

Component	Who Participates	Who Leads	Schedule	Time Annually
Culture sessions	Whole school	School Leader and/or Dean of Students	1 hour, every Wednesday	38 hours 38 days
Data meetings	Grade teams	School Leader and/or Assistant Principal	1 hour, every Wednesday	38 hours 38 days
Co-planning meetings	Grade teams	Teachers	1 hour, every Wednesday	38 hours 38 days
Coaching meetings	Teachers	School Leader and/or Assistant Principal	1 hour, weekly or bi-weekly, during the teachers’ planning period	16-32 hours, 16-32 days

KNCPE will also utilize a mentoring program for its first-year teachers. These new teachers will be partnered with a more experienced mentor teacher, in addition to the support of the school leader, assistant principal, KIPP Nashville CAO, and supports offered by the teacher’s certification program, such as Teach For America.

Peer observations and frequent, informal mini-observations from the school leaders and KIPP Nashville CAO ensure that consistent professional growth is part of an ongoing conversation, rather than a punitive evaluation that occurs at the end of the year. Moreover, all staff will participate in a weekly PD sessions and daily planning during which they meet with other teachers and the school leader to exchange ideas, ask questions, and provide support to their peers.

Collaboration

Through KIPP Share, a web-based sharing platform powered by Better Lesson, each KIPP teacher will be a member of several networks, including KIPP, his/her region, school, and learning community. This resource will provide significant support for lesson planning and curriculum development, immediately connecting KIPP teachers both within and outside of their region. Teachers can find and share curriculum materials, explore popular classroom resources, and even view videos of other KIPP teachers demonstrating best practices in their classrooms. KIPP Share helps teachers avoid reinventing the wheel and allows them to immediately benefit

from and build off of the work of KIPP master teachers.

In addition, teachers and leader from other schools and districts are welcome to schedule a visit to KNCPE at any time. We believe in sharing our success with other schools and are eager to share our best practices with others.

Visits to High-Performing Schools

Another component of professional development centers around site visits to high performing schools in the local area, as well as around the country. School leaders and other staff being developed for leadership will participate in school visits as part of the leadership training. When appropriate and possible, virtual tours that include online conversations with faculty and leadership, taped lessons, and other means of sharing best practices will be utilized to facilitate professional growth, in addition to physical school visits.

School Leader Development

Once selected through the intensive Fisher Fellows selection process, school leaders participate in a year-long program before their school is opened, which provides intensive training and highly individualized support in the following areas: organizational leadership, academic leadership, operations management, and community development. Each Fisher Fellow must complete an intensive year of management and academic training that involves both a rigorous leadership institute hosted by the University of Chicago and several residencies involving hands-on training in key roles at exemplary KIPP school sites throughout the country. Following the full-time leadership-training program in year one, KIPP provides support and services to Fisher Fellows through the planning year and as they transition into becoming school leaders. See Attachment 16 for more information.

Observations and Evaluation

The evaluation process will be ongoing at KNCPE. The ongoing evaluation process is designed to better capture the true strengths and opportunities for growth of staff members (as opposed to isolated observations) to offer more constructive feedback and goal-setting guidance. All staff members (including non-instructional staff) are evaluated on three different dimensions: job performance, embracing school values, and progress with professional development plan.

The school leader and assistant principal will each provide a constant presence in classrooms throughout the school and observe teachers' lessons on a daily basis. While teachers may not always receive feedback from each lesson or parts of a lesson observed, they may often receive informal positive notes in their boxes or emails. If the school leader has specific concerns from a lesson observed, those concerns are addressed immediately in an informal meeting over lunch or after school. When a significant portion of a lesson has been observed, a lesson observation feedback form will be provided to the teacher.

One-on-One Meetings with the School Leader

Each staff member at KNCPE will have at least four conferences a year with the school leader and/or his designee. Each faculty and staff member will work with the school leader at the outset of the year to establish performance and growth goals. These will be measurable individual goals that are aligned to the school's annual goals and that will inform the evaluation process. During all four meetings in the year, teachers will discuss student assessments and progress, as well as their professional development and annual goal with the school leader. The focus of these meetings, however, will be to revisit each staff member's professional development plan and to track progress on that plan throughout the year. Staff members will be invited to share any new goals they may have set for themselves and any strategies they have implemented throughout the year for their own growth.

Annual Summative Evaluation

At the end of the year, each staff member will receive an annual summative evaluation that reflects his or her performance in each of the three dimensions throughout the year. These evaluations will be used to determine which staff members will or will not be invited to return to the school the following year. Moreover, the annual summative evaluations will also be used if there are bonuses or other rewards offered to staff members throughout the year. The results of this evaluation will be maintained in the confidential personnel file of each employee, along with any other employment-related documents or correspondence. All documents in the personnel file will have been signed by all concerned parties.

Individual Intervention Plan

While the evaluation process will be a formative process in which staff members are expected to have areas in which they need to grow, an additional step is introduced in the evaluation process in the event that staff members are not taking the initiative to improve in identified areas for improvement or to change unacceptable behaviors (such as consistently arriving late to work). Such staff members will be placed on an individual intervention plan (IIP), which serves as a probationary period during which the staff member will be focusing specifically on an identified problem. While a staff member is on an IIP, s/he will benefit from increased monitoring from the school leader and may have additional requirements in order to address the specified problem. For example, a teacher who is not spending the appropriate time planning lessons may be placed on an IIP for lesson planning. This teacher may be required to meet weekly with the school leader to review his or her lesson plans until the problem has been resolved. While several interventions take place prior to being placed on an IIP, a staff member may be placed on an IIP at the school leader's discretion for any behavior that is negatively impacting his or her performance.

School Leader Evaluation

The school leader will be evaluated by the KIPP Nashville CAO, executive director and board. The evaluation will consist of performance indicators informed by initial goals set at the beginning of the year and the responsibilities listed in each job description. These goals will be used to shape the school leader's professional development initiatives for the year, and equip him/her with the tools necessary to meet the goals outlined. The CAO and executive director evaluate the school leader in an ongoing process that is characterized by consistent observation and communication, and coaching the school leader through his/her growth. Additional

information to inform the evaluation will come from student assessment data, school culture audits, and parent/staff annual surveys. See Attachment 19 for a description of the Performance Management Evaluation Tool.

To provide guidance and support to new school leaders, the KIPP Foundation provides opportunities for peers in the national network to collaborate during annual leadership summits and through participation in Action Learning Project (ALP) cohorts that help school leaders work on solutions to common problems. For example, KIPP Nashville currently participates in KIPP's Common Core ALP which provides the KIPP Nashville CAO and school leaders with access to the top Common Core planners and instructors in the KIPP network. In addition to ALP participation, the KIPP Foundation provides all new school leaders with a startup inspection during a school's founding year. The purpose of this inspection is to identify areas for improvement as well as areas of strength, and to gauge the school's overall level of success. For more information on the KIPP ALP program, see Attachment 20.

Healthy Schools Review

The purpose of the Healthy School Review is to assess the school's current strengths and areas for improvement and help the school prioritize its next steps. The review also expands the capacity of KIPP staff and school leaders to use a common framework for discussing, evaluating and understanding school health as KIPP continues to expand. The Healthy School Review is conducted by a team of experience educators from SchoolWorks, the KIPP Foundation and KIPP school leaders who are on site at the school to collect and analyze data about its programs, practices and operations. The culmination of the review is a collaborative planning process, in which the review team and the school explore the team's findings, identify root causes and prioritize possible next steps. A report is generated from the visit and is shared with the school leader, the region and the KIPP Foundation. A description of the KIPP Healthy Schools Review protocol is included as Attachment 21.

IV. Operations Capacity

Operations Capacity

Describe the capacity of school leadership (current or proposed) in terms of skills, experience, and available time to identify and respond to the needs of the staff and also balance the needs of the school and students.

Tennessee law allows a charter school governing body to "contract for services," but it specifically prohibits contracting "for the management or operation of the charter school by a for-profit entity." T.C.A. § 49-13-124. So, a charter school may contract with a for-profit entity for limited services, but cannot give up the actual management or operation of the school to a for-profit entity.

If you intend to contract with specific educational service providers, such as a charter management organization (CMO), please include:

- Selection process and criteria,
- Division of roles between the board and the service provider,
- How performance of the provider will be measured,
- Conditions for renewal and termination of the agreement, and
- How you will check for and manage any potential conflicts of interest.

Describe the capacity of school leadership (current or proposed) in terms of skills, experience, and available time to identify and respond to the needs of the staff and also balance the needs of the school and students.

Tennessee law allows a charter school governing body to “contract for services,” but it specifically prohibits contracting “for the management or operation of the charter school by a for-profit entity.” T.C.A. § 49-13-124. So, a charter school may contract with a for-profit entity for limited services, but cannot give up the actual management or operation of the school to a for-profit entity.

School Support Team

The KNCPE school leader reports to the KIPP Nashville Chief Academic Officer (CAO), who is accountable directly to the KIPP Nashville executive director. The executive director is ultimately accountable to the KIPP Nashville Board of Directors for the performance of all KIPP Nashville schools including KNCPE. The executive director is also indirectly accountable to the KIPP Foundation, for the performance of the Metropolitan Nashville region and the schools that comprise it. The KIPP Nashville CAO will provide academic and instructional support, and her feedback on the school leader’s performance and the academic performance of the school will inform the executive director’s evaluation of the KNCPE school leader. The executive director’s primary goal is to ensure the high-quality, strategic growth and operational sustainability of the KIPP schools in the Metropolitan Nashville region.

The executive director’s responsibilities will include but are not limited to:

- Setting clear academic, growth, operational, and financial goals and managing them;
- Building and managing a high-performing KIPP Nashville School Support Team that is able to support schools in their drive to deliver transformational educational outcomes for students;
- Developing and managing performance of the team (school leaders and the School Support Team), instituting strong accountability systems and professional development plans and support;
- Driving organizational alignment across KIPP Nashville schools (including curriculum and instructional alignment), and providing key supports that drive academic achievement and character development;
- Creating and managing a strong centralized support function for the schools, implementing systems to meet the varied needs of the region. These include financial management, budget planning, compliance, human resources (including teacher and school leader recruitment and development) contract negotiation, facilities management, vendor management, fundraising and marketing, legal, and information technology;
- Building the staff capacity and infrastructure necessary to sustain the KIPP Nashville region at an appropriate scale, and;
- Building and managing the growth of the KIPP Through College program, which supports all students at all grade levels within KIPP Nashville schools.

In other KIPP regions, schools that collaborate with each other and share best practices and resources have shown significant improvement over isolated charter school sites. Growing KIPP in targeted regions contributes to the quality of schools and provides a platform for sustainability over time. Data show that the student growth in core areas is more significant in KIPP clusters—

areas in which more than one KIPP school is located and working together, like KIPP Nashville. Regions like KIPP DC, where students outperform their district peers in some grades by as much as 51% on state-mandated assessments; KIPP Metro Atlanta, where 93% or more of students in all grades served by KIPP meet or exceed state standards on state-mandated assessments; and KIPP NYC, where students outperform their district peers in all grades and all content areas assessed by state assessments by an average of 25%¹⁸ demonstrate the impact that a regional KIPP hub can make on its enrolled students. The KIPP Nashville School Support Team has been established in response to this evidence and is comprised of experts who leverage their skills and experience to support each KIPP Nashville school and school leader. Through a shared services model that creates economy of scale for services and support as appropriate, KIPP Nashville provides oversight and support around academics, data management, financial management, human resources, fundraising and development, facilities acquisition and management, technology development and support, and measurement and evaluation.

The KIPP Nashville network will provide the following services and benefits to KNCPE:

- Vertical teaming and access to teachers of high school grades (once KIPP Nashville Collegiate High School opens) within the KIPP Nashville network to align curriculum and instruction for a seamless approach;
- Curriculum and assessment development and support (through the regional network and the services of the CAO);
- Shared professional development with other teachers serving KIPP students in Nashville, as well as access to professional development that may not otherwise be feasible or accessible to stand-alone schools;
- Human resources support, such as faculty recruitment, support and training;
- Operational and fiscal support, providing for a more streamlined staffing model to handle these affairs within the school site (including bookkeeping, accounting, audits and reporting);
- A unified, experienced, well-trained board that advocates for all sites within the region;
- Data collection and analysis to drive school-wide goal-setting and instructional practices;
- Oversight of compliance with NCLB, as well as all other local, state, and federal guidelines;
- Development of instructional technology tools and training/support for effective implementation;
- Research and dissemination of best practices;
- Facilities acquisition, management and maintenance, and;
- Fundraising.

The KIPP Nashville School Support Team provides operational support to each school site in the KIPP Nashville cluster of schools, creating an economy of scale that affords expertise for each site that cannot be sustained by an individual school-site budget. Most importantly, the staff at KIPP Nashville allows school-site leadership and staff to focus on student achievement and results, delegating out other challenges to designated staff at KIPP Nashville. The team is currently comprised of:

- *Executive Director: Randy Dowell.*

¹⁸ 2010 Annual KIPP Report Card. < <http://www.kipp.org/reportcard/2010>>.

Randy Dowell was the founder of KAN and the school leader since its inception in 2005. Prior to his selection as a Fisher Fellow in the highly competitive KIPP process, Randy was a highly successful 8th grade math and science teacher. Since coming to Nashville to found KAN, Randy has been an advocate for quality school options for all Nashville students through close working relationships with the governor and MNPS.

- *Chief Academic Officer: Meghan Little.*
Meghan has worked as a highly successful math teacher, curriculum coach and Director of Curriculum and Instruction for KIPP schools in Washington DC and San Francisco. Meghan is a TFA alumna who began her teacher career as a fourth and fifth grade math and reading teacher in high-needs schools in Atlanta in 2001. She received the American Star of Teaching award and was featured twice on the United States Department of Education’s “Doing What Works” website for her effective use of innovative instructional practices.
- *Director of Development: Berry Brooks.*
Berry comes to KIPP Nashville after nearly ten years in development at the YMCA of Middle Tennessee, where he most recently served as Association Regional Development Director. He has worked in development since 1998 and is an active servant leader in his community through his participation in the board of the Liberty Collegiate academy and Martha O’Brien Center, among others. He is a graduate of Duke University, where he earned a BA with a certificate in Markets and Management Studies.
- *Director of Finance and Operations: Thomas Branch.*
Thomas has been the Director of Finance and Operations at KIPP Nashville since 2009. Prior to this, Thomas served as a highly successful Vice President and Financial Center Manager of a Wachovia branch in Nashville for four years, wherein he earned numerous awards and accolades for his management of the branch. Thomas has nearly ten years experience in the banking industry and holds a BS in Finance with a minor in Economics from Florida State University.

See Attachment 3E-1 for resumes for each of the individuals who are currently a part of the KIPP Nashville School Support Team.

KIPP Foundation

The KIPP Foundation is a national, non-profit organization whose mission is to provide educationally underserved students with the knowledge, skills, and character needed to succeed in top quality high schools, colleges, and the competitive world beyond. The KIPP Foundation achieves its mission by training and supporting school leaders to open and run high-performing public schools based on KIPP’s five pillars through the Fisher Fellowship and ongoing support. Although KNCPE, like all KIPP schools, is an autonomous school that has the flexibility to implement a program that best meets the unique needs of the students it serves, the support of the KIPP Foundation is a critical component in the organizational innovation of the school. Through the support of the KIPP Foundation, KNCPE teachers will have access to a national network of excellent educators who are closing the achievement gap in high-needs communities, high-quality professional development and training, fiscal support through fundraising and advocacy, and the selection and training of the school leader.

As a member of the family of national KIPP schools, KNCPE will have access to curricular and instructional best practices from leading educators that are updated to adapt to changes in state

and national standards. Through its established relationships with TFA and other groups, KIPP will assist KNCPE with its recruitment of outstanding teachers. KIPP also will provide consulting services to support KNCPE's business, academic and community outreach programs. Over the next five years, KIPP Nashville will have the opportunity to provide professional development to an increasing number of leaders as the KIPP Foundation was awarded a competitive federal grant through the US Department of Education's Investing in Innovation (i3) program in 2010. The grant enables more emerging leaders to attend KIPP Foundation's professional development programs, which provide a real benefit to KIPP students by allowing its leaders to interface with leadership experts and their counterparts leading elementary schools across the KIPP network.

In addition to providing support for leaders to attend the professional development programs, KIPP has retained Mathematica, a third-party research firm, to evaluate KIPP's impact across elementary, middle and high schools on student outcomes and to capture effective practices in leadership development. KNCPE will benefit from sharing effective practices with middle schools across the national KIPP network.

The KIPP Foundation will provide substantial support through its access to significant private and public grants. To date, relationships with the Walton and Challenge Foundations have yielded an average of \$200,000 in awards to each of the new KIPP schools upon approval from authorizers. Moreover, it is the fiscal support of the KIPP Foundation that enables the Fisher Fellow to dedicate the pre-opening year to planning and hiring for the new school site, in addition to the training and residencies provided through the year-long fellowship.

KNCPE's membership in the family of KIPP schools is subject to a license agreement that includes numerous assurances of quality control. This license requires continuing compliance with KIPP's Five Pillars as well as frequent multi-day school inspections and assessments by the KIPP Foundation. Membership in the family of KIPP schools will always remain dependent upon achieving and maintaining outstanding academic results. Although the KIPP Foundation has a sustained and significant commitment to the school, KNCPE will be first and foremost a Nashville community-focused school. In addition to state and national resources, KNCPE will establish strong local partnerships at the grassroots level within the local community. By tapping into the extensive network of resources throughout Nashville, as well as accessing the resources of the proven KIPP organization, KNCPE will operate as a homegrown and community-supported public school that successfully serves the needs of Nashville children.

School Management

School Leader

Kristin Wiens has been cultivated to found and lead KNCPE. Kristin was selected as a Fisher Fellow in the highly competitive KIPP process in 2013. She currently works as Academic Dean at KIPP Academy Nashville where she leads the dramatic academic growth students there are experiencing in Math, Science, and English Language Arts. Prior to coming to KIPP as a Miles Fellow in 2011, Kristin worked as a highly successful elementary and middle school science teacher at Edward W. Brooke Charter School in Boston. Kristin began her career as Teach For America Corps Member, teaching Algebra and Geometry in rural South Louisiana. Kristin is a

Stanford alumna with an Ed.M. in Teaching and Curriculum from Harvard Graduate school of Education.

During the 2014-15 school year Kristin will participate in the rigorous KIPP School Leadership Program as a Fisher Fellow. Detailed information regarding the KIPP School Leadership Program, as well as profiles of current participants can be found at <http://www.kipp.org/school-leaders>.

As school leader, Kristin will implement KIPP's Five Pillars in the operation of the school and will ensure that the mission, goals, and objectives of the school are being fulfilled. The school leader's responsibilities will include but will not be limited to:

- Creation of a school design plan, with the support of leading national experts on education and charter schools through the Fisher Fellowship, that informs revisions to the proposed charter application (see Attachment 16 for a description of the Fisher Fellowship and school design plan);
- Hiring, managing, and evaluating instructional and non-instructional staff;
- Managing the school's budget;
- Serving as the chief instructional leader;
- Ensuring compliance with state and local policies;
- Serving as the lead for cultivating community partnerships;
- Ensuring that the school is reaching its goals and moving toward its mission under the guidance of the board;
- Management of the school's daily operations;
- Communicating the vision and mission of the school to all stakeholders;
- Preparing the annual report and providing the board with regular updates on the school's progress in meeting the goals outlined in the school's accountability plan;
- Encouraging and providing opportunities for exchanging and sharing information between the school, the community and the district;
- Ensuring that the school is financially stable and fiscally responsible;
- Oversight and procurement of relevant, effective professional development for faculty and staff to teach and work with the students, and;
- Maintaining a mission-driven, productive school culture for all stakeholders (including parents, staff and students), which engenders academic and personal success.

Assistant Principal & Dean of Students

The school will have one assistant principal and one dean of students. These administrators will work closely with teachers, students and families to ensure students are meeting behavioral and academic expectations. The assistant principal will be the direct supervisor for roughly half of all instructional staff in the grade levels s/he presides over, initiating all weekly coaching sessions, reviewing weekly lesson plans and assessments, tracking teacher and student data, and reporting instructional priorities and professional development needs back to the school leader for school-wide implementation. Although the annual formal evaluation for teachers will come from the school leader, the assistant principal's findings throughout the year will inform this evaluation and goal-setting for the subsequent year.

The dean of students presides over grade-team leaders as the senior disciplinarian. The dean of students tracks student behavior and meets with students and parents as necessary. Proceedings for suspension and/or expulsion originate with the dean of students, and child study teams may be called by any staff member but are presided over by the dean of students. All parents have the cell number for the assistant principal for their student's grade level, creating another level of communication from home to school.

Business Manager

The business manager will work closely with the school leader to manage the day-to day finance and operations for KNCPE. S/he will report directly to the director of operations at the School Support Team with day-to-day oversight from the school leader. The business manager's responsibilities include but are not limited to:

- Coordinating annual planning and budgeting process;
- Implementing and managing financial controls and separation of duties;
- Executing analysis and review of monthly financials and prepare reports financial reports for school leader and the board;
- Coordination of all of the operations of the building including janitorial services, landscaping, garbage pick-up and utilities;
- Coordination of all operational projects and be key point of contact with Metropolitan Government of Nashville Department of General Services;
- Developing and maintaining key financial and operational processes;
- Coordinating all maintenance requirements and requests, and;
- Coordinating all volunteer programs.

Office Manager

The office manager will work closely with the school leader to coordinate day-to-day operations for KNCPE. The office manager's responsibilities will include but are not limited to:

- Acting as the first point of contact for parents and community members contacting or visiting the school;
- Serving as the registrar, helping maintain student records and registering new students;
- Receiving invoices, ordering supplies, and collecting and maintaining some human resources documentation;
- Assisting with the internal financial controls and separation of duties, and;
- Participating in the school community: assisting the school leader with student recruitment, teaching electives and tutoring students, and chaperoning local and out-of-state, overnight school trips.

See Attachment 2 for the organizational charts that include both school management staff and the regional School Support Team.

Section 3: Financial Plan and Capacity

Charter School Financing

The budget document and narrative should be provided as attachments. They do not count toward the 250 page limit for the application.

As you develop your budget, review the [Charter and ASD Funding Overview FY13](#) document.

Also consider that, pursuant to State law,

- LEAs must allocate 100 percent of state and local education, and applicable federal funds to charter schools, on a per pupil basis. LEAs are required to pay based on projected enrollment for new schools and grades, and may then adjust during the year for actual enrollment and for differences in actual revenue received.
- Public charter schools must serve any eligible student, regardless of the cost of services (such as special education) that student may require.
- Authorizers may
 - o Charge an application fee of up to \$500.
 - o Withhold BEP funds to cover the insurance and retirement contributions for charter school employees (the law requires full-time charter school employees to participate in the same insurance and retirement plans as LEA employees).
 - o If the charter school is purchasing services from the LEA, require charter schools operated by operators new to the LEA to set aside one percent of BEP funds in an escrow account for the first four years.

Budget Document (Attachment)

The budget and financial plan for the charter school must include all anticipated revenues and expenditures and a plan for compliance with state and federal accounting and reporting requirements. Public charter schools are required to operate under an annual budget on a July 1 – June 30 fiscal year. For purposes of this application, the proposed charter school must submit the Public Charter School Planning and Budget Worksheet which is provided on the department's [website](#).

Detail the budget assumptions with revenue and expenditure projections reflecting proposed growth over time. Explain how the proposed budget is adequate to ensure your proposed school model can be implemented fully and how it supports your theory of action concerning student achievement.

Explicitly detail the following:

- Student enrollment and BEP projections
- All anticipated funding sources, including grants, state, federal and local per pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.
- All anticipated expenditures including salaries and benefits, yearly pay increases, instructional materials and supplies, equipment and furniture, technology for both student and instructional use, professional development, special education services, student activities and field trips, contracted services (ex. CMO, audit, payroll, IT, etc.), rent and utilities, office supplies and equipment, management fees, capital, contingency and insurance reserve funds.

Budget Narrative (Attachment)

Describe the systems and processes by which the organization and school will manage accounting, purchasing, payroll and audits. Include any draft policies on financial controls, etc. Specify any administrative services you expect to outsource to an independent contractor and describe the criteria for the selection of such contractors.

- Describe how the school will provide an independent annual audit of organizational and school level financial and administrative operations.

- Describe your team’s individual and collective qualifications for implementing the financial plan successfully.
- Discuss the school’s contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected.
- Discuss how one or more high needs student with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.
- If there is a plan to outsource any or all financial areas such as payroll, benefits, audits, etc., include a statement on how you will choose the vendors and how you will oversee their activities to ensure fidelity and compliance.
 - Financial management
 - Fundraising and development
 - Accounting

Financial Oversight of KNCPE

KNCPE will implement financial controls, policies and practices to ensure the long-term viability of the school. These policies will include maintaining a balanced budget, creating a comprehensive budgeting process, conducting an annual audit of the financial statements, as well as an annual 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.

The financial operations of KNCPE will be managed by a team of strong financial professionals, with oversight from the board finance committee. The internal financial management team will be lead by the Director of Finance & Operations. Once KIPP Nashville splits this position into two positions, the Director of Finance will oversee all financial management.

Director of Finance & Operations

Thomas Branch

Thomas has been the Director of Finance and Operations at KIPP Nashville since January 2009. Since joining the KIPP Nashville Team, Thomas has played an instrumental role in strengthening the financial position of the school. His financial accomplishments include: receiving an unqualified audit, recording four consecutive years of federal grant compliance, creating and implementing an organizational fiscal policy and procedures manual, and leading the effort to create a multi-year financial model to support KIPP Nashville’s growth strategy. In addition to his financial role at KIPP Nashville, Thomas is also responsible for facilities management, transportation, and IT Support management. Over the last four years, Thomas has helped to lay the operational foundation for the growth strategy the school is currently implementing. Prior to his time at KIPP Nashville, Thomas served as a highly successful Vice President and Financial Center Manager at Wachovia Bank for four years, wherein he earned numerous awards and accolades for his management of the branch and development of teams. Thomas has nearly ten years experience in the banking industry, and he holds a BS in Finance with a minor in Economics from Florida State University.

Accounting Firm – CFO-Business Solutions -Executive Bio

Sandy Cave, Co-Founder, President

Sandy Cave has extensive experience in financial management and business planning and has become an expert in accounting systems, cash flow management and financial consulting. She has a Certified Public Accounting certificate from the State of Tennessee, is a certified QuickBooks

Professional Advisor, and is a member of the American Institute of Certified Public Accountants, the Brentwood Chamber of Commerce and the Gospel Music Association. Upon graduating with honors from Anderson University with a degree in Accounting and Business Management, she began her career with the Gaither Companies. During her tenure there, she developed and maintained their financial reporting systems, implemented their budgeting process, and hired and managed the accounting staff that was responsible for 16 separate Gaither companies in various industries. After a decade with Gaither, she accepted the position of Chief Financial Officer of the Christian record label Star Song Communications. With a staff of 18, she managed accounting, information technologies and operations. During her tenure as CFO, Star Song grew from \$7 million to \$30 million before selling to EMI. As a founder of CFO Business Strategies, Sandy now uses her extensive knowledge, experience and unique approach to business management to help small business owners solve their problems with managing and predicting cash flow and profitability. Sandy's expertise in the music industry paid off right from the start. One of her first clients wanted to sell their business to a very interested buyer. Unfortunately, their books were in such horrible shape that the buyer couldn't tell if they were worth the money he initially offered, so negotiations stalled. Sandy restructured their financial management system, helped them plan for dips in revenue, created critical operating reports and developed a 3-year forecast. When the financial reorganization revealed their true potential, her client sold for over 200% more than they were initially offered.

Mary Kraker, Co-Founder, Vice President

Mary Kraker began her music industry career with The Zondervan Corporation. While there, it was her responsibility to insure that all production and office management functions, including product production, contract negotiations, accounting functions, and budgeting processes were executed properly. She also had ultimate responsibility for managing 7 editors and 2 assistants. When Zondervan purchased Benson Music and moved to Nashville, Mary was promoted to Vice President and she remained with them for 10 years. In 1994, Mary became one of the founders and the CEO of Spring Hill Music Group and its four divisions. She developed the team that built Spring Hill from the ground up, and by 1996 their budgeted revenue was \$16,000,000. As a co-founder of CFO Business Strategies, Mary is now using her extensive knowledge of corporate structure, policies/procedures, job responsibilities, product marketing, sales and organization in the music industry to help others become successful in their music business careers.

CF Business Solutions – Current Clients

CFO Business Strategies has consulted with many companies in various industries. A few of our valued clients are: Access Control Technologies, Agility Logistics US, Emack Music, Exceptional Sound, Gaither Management Group, Gotee Records, Terry MacAlmon Ministries, LD Clips, KIPP Academy Nashville, rMadison, Safer Sleep, Think Outsource, WorshipMusic.com, Spring Hill Music Group, LEAD Academy, Bridges Academy, Remnant Construction Management, The Gardner School, and more.

Business Manager (not yet hired)

This person will work closely with the school leader to manage the day-to-day finance and operations for KNCPE. S/he will report directly to the director of operations at the school support center with day-to-day oversight from the school leader. The business manager's responsibilities include but are not limited to:

- Coordinating school-level annual planning and budgeting process;
- Executing analysis and review of monthly financials and prepare reports financial reports for school leader and the board;
- Coordination of all of the operations of the building including janitorial services, landscaping, garbage pick-up and utilities;
- Developing and maintaining key financial and operational processes;
- Coordinating all maintenance requirements and requests;
- Acting as the first point of contact for parents and community members contacting or visiting the school;
- Serving as the registrar, helping maintain student records and registering new students;
- Receiving invoices, ordering supplies, and collecting and maintaining some human resources documentation;
- Assisting with the internal financial controls and separation of duties, and;
- Participating in the school community: assisting the school leader with student recruitment, teaching electives and tutoring students, and chaperoning local and out-of-state, overnight school trips.

Director of Development

Berry Brooks

Berry comes to KIPP Nashville after nearly nine years in development, youth programs and executive leadership at the YMCA of Middle Tennessee, where he most recently served as Association Regional Development Director. He has worked in development since 1998 and has been an active servant leader in his community through his participation in the founding board of the Liberty Collegiate Academy, the Martha O’ Bryan Center and the Nashville Chamber of Commerce, among others. He is a graduate of Duke University, where he earned a BA with a certificate in Markets and Management Studies and played varsity baseball.

Associate Director of Development

Previously with the national Arthritis Foundation’s Southeast Development Office, the Cystic Fibrosis Foundation, and Big Bend Hospice, Kim has over 10 years of development. She has extensive experience, primarily in the areas of Special Event Planning, fundraising and Donor Relations, and has a background in producing marketing materials and products. Kim holds a B.Sc. in Marketing, Advertising and Public Relations, from Stephens College in St. Louis, MO.

The finance committee will maintain monthly financial oversight. The current members of the finance committee include:

Rob Elliott

Rob Elliott serves as Chief Operating and Financial Officer for Stansell Electric Company, Inc., a Nashville based electrical contractor. Prior to Stansell Electric Company, Rob worked with early stage medical device and technology companies in the roles of entrepreneur, manager and investment banker. In addition to KIPP, Rob has sat on the boards of The Mustard Seed School (Hoboken, NJ) and Bless the Children of Haiti (Boston, MA). Rob holds a B.Sc. in Commerce from the University of Virginia, McIntire School of Commerce and is a graduate of Montgomery Bell Academy.

Chris Dowdy

Chris Dowdy serves as Chief Financial Officer of Asurion's Care Operations. Prior to his current role at Asurion he has worked in several leadership capacities including Strategy and Operations Management at Asurion, a silicon valley startup, and a major diversified industrial company. Chris received his Master of Business Administration from Darden Graduate School of Business, University of Virginia and his Bachelor of Arts from Duke University where he graduated with honors. Chris has sat on the board of the Nashville Shakespeare Festival and completed the Young Leaders program in 2005.

William Seibels

William Seibels serves as Chief Financial Officer for Change Healthcare Corporation, a national provider of healthcare cost transparency solutions. Prior to Change Healthcare, William served as Senior Vice President of Finance at Onlife Health. He has experience in operations and sales management, corporate development, corporate finance, and investment banking. William received a BA in English and a BBA in Business from The University of Mississippi and a MBA from the Harvard Business School.

Denise Boosalis

Denise Boosalis is a Manager of ABS Accounting for Nissan North America, Inc. Prior to joining Nissan, she managed financial reporting functions at Asurion, Fruit of the Loom and Sara Lee Corporation after working in public accounting for several years and receiving her Certified Public Accountant designation. Ms. Boosalis received her Master of Business Administration from Christian Brothers University and her Bachelor of Business Administration from Millsaps College. She is a member of the Junior League of Nashville and completed the Young Leaders program in 2006.

Zac Stark

Zac Stark is a Senior Manager with Deloitte and Touche LLP in their Audit and Enterprise Risk Services practice. Zac serves both publicly traded and private clients and has experience in SEC reporting, the Sarbanes Oxley Act, mergers and acquisitions, and debt and equity transactions. In addition to KIPP, Zac has been on the executive committee of the Light the Night Walk, is a member of the Sennet Society of the United Way and has been a volunteer coach with Tennessee Team Pride Girls Basketball Club for 10 years. Zac is a CPA and is also a member of both the TSCPA and the AICPA. Zac holds a B.S. in Accounting and Finance/Economics from Lipscomb University.

The board finance committee oversees the financial operations of KNCPE. The committee will work closely with the KIPP Nashville Executive Director, Director of Finance and KNCPE school leader, and KNCPE business manager (or office manager) to develop and execute responsible fiscal policies and practices. On a monthly basis, the finance committee will meet to review financial reports and assess the financial health of the school. The reports will include updated financial statements (income statement, balance sheet, cash flow statement) and any other material financial information needed for the board to carry out its responsibilities.

The following tables outline the fiscal controls proposed for KNCPE and the existing KIPP Nashville staff and board to ensure financial health of the school.

*KIPP Nashville College Prep Elementary Charter Petition
2013*

Expenditures			
Policy/Procedure	Objectives	Responsibility	Oversight
An approval matrix has been approved by the board of directors; the matrix is used to determine appropriate authorizers for all purchases	<ul style="list-style-type: none"> • Purchase orders are placed only for approved requisitions • Ensure that all checks receive appropriate signatures 	Finance Committee, Executive Director Director of Finance School Leader	Board of Directors
Goods or services received by vendors are matched to the purchase order and invoice and processed to avoid double payment	<ul style="list-style-type: none"> • Amounts posted to accounts payable represent goods and services received • Accounts payable amounts are accurately calculated and reported 	Director of Finance	Finance Committee
Someone other than the check preparer reviews supporting documentation to determine that the good/service has been received and the payment is valid (supporting documentation package)	<ul style="list-style-type: none"> • Disbursements are only made for goods and services received • Disbursements are accurately calculated and reported • Disbursements are distributed to the appropriate supplier 	Director of Finance	Finance Committee
Someone other than the check preparer reviews the check run prior to checks being sent	<ul style="list-style-type: none"> • Disbursements are only made for goods and services received • Disbursements are distributed to the appropriate suppliers 	Director of Finance	Executive Director Finance Committee
Management reviews purchases	<ul style="list-style-type: none"> • Amounts posted to accounts payable represent goods and services received • Accounts payable amounts are accurately calculated and reported 	Director of Finance	Executive Director Finance Committee
Statements from suppliers are reconciled to Accounts Payable sub-ledger; differences are investigated	<ul style="list-style-type: none"> • Accounts payable amounts (including credit notes and adjustments) are accurately calculated and reported • Amounts for goods and services received are recorded in the appropriate period 	Director of Finance	Executive Director Finance Committee
Analyze accounts payable aging schedule	<ul style="list-style-type: none"> • All disbursements are recorded 	Director of Finance	Finance Committee

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Bank statements are reconciled to the general ledger on a monthly basis; bank reconciliations are reviewed by someone other than the preparer	<ul style="list-style-type: none"> • Disbursements are accurately calculated and reported • Disbursements are recorded in the period in which they are issued 	Director of Finance	Finance Committee
Accounting system restricts access to authorized personnel to make changes, including new additions, to the vendor master file	<ul style="list-style-type: none"> • Only valid changes are made to the supplier master file • Accounts payable are only adjusted for valid reasons • Disbursements are accurately calculated and reported 	Director of Finance	Finance Committee
Expenditures accounts are reconciled to supporting detail (such as depreciation expenditures to the property system and salary expenditures to the payroll records) and differences are resolved in a timely manner; reconciliations are reviewed by someone independent of the recording process	<ul style="list-style-type: none"> • Amounts posted to accounts payable represent goods and services received • Accounts payable amounts are accurately calculated and recorded 	Director of Finance	Finance Committee
The vendor master file is reviewed periodically by management	<ul style="list-style-type: none"> • Purchase orders are placed only for approved requisitions • Only valid changes are made to the supplier master file 	Director of Finance	Executive Director
Limit authorization access to wire transfers; set up an approval process with the bank	<ul style="list-style-type: none"> • Disbursements are only made for goods and services received 	Director of Finance	Finance Committee
Management reviews all release of liability arising from something other than payment	<ul style="list-style-type: none"> • Accounts payable are only adjusted for valid reasons 	Director of Finance	Finance Committee
Budget to actual analysis performed on a regular basis and reviewed by management; significant variances explained	<ul style="list-style-type: none"> • Amounts posted to accounts payable represent goods or services received • All amounts for goods or services are input and processed to accounts payable 	Director of Finance	Finance Committee

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	<ul style="list-style-type: none">• Disbursements are accurately calculated and recorded and are only made for goods and services received		
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Contributions			
Policy/Procedure	Objectives	Responsibility	Oversight
Management maintains a policy for the development office to submit all gifts to accounting as soon as they are known for recognition in the appropriate period	<ul style="list-style-type: none"> • All contributions are recorded in the correct period 	Director of Finance Director of Development	Executive Director Finance Committee
Pledges are reviewed for restrictions and recorded according to the restriction; such restrictions are noted in the appropriate ledger or journal	<ul style="list-style-type: none"> • Net assets are appropriately released from restrictions • Based on restrictions, if any, revenue is classified appropriately as either unrestricted, temporarily restricted or permanently restricted • Donor imposed restrictions are properly recorded 	Director of Finance Director of Development	Finance Committee
Procedures are in place for release of restrictions based on expenditures of restricted funds for their designated purpose and appropriate journal entries are made to reflect this release	<ul style="list-style-type: none"> • Net assets are appropriately released from restrictions 	Director of Finance	Finance Committee
Analyze recorded revenues based on development data	<ul style="list-style-type: none"> • Contributions are recorded accurately and in the correct period (with input from the Director of Development) • Any adjustments to the contribution receivable and related accounts are recorded based on valuation updates • All information (interest rates, life expectancy, etc.) necessary to calculate the net present value of any contributions receivable due past one year is accurately recorded, updated, and verified • Only valid donors and their gifts are input and processed to the system 	Director of Finance Director of Development	Finance Committee

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Contribution accounts receivable subsidiary is reconciled to the development office information on a regular basis	<ul style="list-style-type: none"> All contributions are recorded by the Director of Finance and reviewed by the Director of Development 	Director of Finance Director of Development	Finance Committee
Grants			
Policy/Procedure	Objectives	Responsibility	Oversight
Review of grants and contracts for proper authorization	<ul style="list-style-type: none"> All grants and contracts are approved by an authorized individual All grants and contracts are recorded and monitored by a designated office 	Director of Finance Director of Development	Executive Director Finance Committee
Analyze recorded revenues based on grant records and listings	<ul style="list-style-type: none"> All grants and contracts are entered in or transferred into the system that records revenues Grants and contracts are recorded accurately and in the correct period All adjustments to awarded amounts are recorded Payment requests and recorded award amounts relate to valid grants and contracts 	Director of Finance Director of Development	Executive Director Finance Committee
Grant and contract revenues and/or related accounts receivable subsidiary ledgers are reconciled to the general ledger on a regular basis; identified errors are corrected promptly	<ul style="list-style-type: none"> All grants and contracts are recorded accurately, in the correct time period, with adjustments made in a timely manner 	Director of Finance Director of Development	Executive Director Finance Committee
Payment requests are checked against grant documents, and mathematical accuracy of requests is checked; any exceptions are investigated	<ul style="list-style-type: none"> Grant and contract amounts are input accurately Payment requests, if applicable, are generated using awarded amounts and authorized terms Grant and contract payment requests are accurately calculated and reported 	Director of Finance Director of Development	Executive Director Finance Committee
Past due/long outstanding payment requests are investigated	<ul style="list-style-type: none"> All grants and contracts are entered in or transferred to the system that records 	Director of Finance	Executive Director Finance

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	revenues		Committee
Review of recorded revenues and comparison to budgeted revenues on a regular basis	<ul style="list-style-type: none"> • Grant and contract amounts are recorded accurately and in the correct period • All adjustments to awarded amounts are recorded 	Director of Finance	Finance Committee
Cash receipts input data is edited and validated; identified errors are corrected promptly	<ul style="list-style-type: none"> • Cash receipts data is entered for processing accurately 	Director of Finance	Executive Director Finance Committee
Accounts receivable aging reports are prepared regularly and analyzed	<ul style="list-style-type: none"> • Timely collection of accounts receivable is monitored 	Director of Finance	Executive Director Finance Committee
A policy has been established regarding criteria for issuing adjustments; compliance with this policy is monitored	<ul style="list-style-type: none"> • All adjustments are valid 	Director of Finance	Executive Director Finance Committee
Bank statements are reconciled to the general ledger on a monthly basis; bank reconciliations are reviewed by someone other than the preparer	<ul style="list-style-type: none"> • Cash receipts data are entered for processing, recorded accurately and in the period in which they are received 	Director of Finance	Executive Director Finance Committee
Review of recorded contribution revenues and comparison to budgeted revenues on a regular basis	<ul style="list-style-type: none"> • Contributions are recorded in the correct period • Any adjustments to the contribution receivable and related accounts are recorded based on valuation updates • Gift information with respect to amount and expected payment date, if applicable, is input correctly 	Director of Finance Director of Development	Executive Director Finance Committee
Bank statements are reconciled to the general ledger on a monthly basis; bank reconciliations are reviewed by someone other than the preparer	<ul style="list-style-type: none"> • Cash receipts data is entered for processing, recorded accurately and in the period in which they are received 	Director of Finance	Executive Director Finance Committee

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Contributions			
Policy/Procedure	Objectives	Responsibility	Oversight
General ledger balances are reconciled to the accounts receivable subsidiary ledger and differences are resolved in a timely manner	<ul style="list-style-type: none"> All cash receipts data is processed accurately and recorded in the period in which they are received 	Director of Finance	Finance Committee
Contributions receivable aging reports are prepared regularly and analyzed	<ul style="list-style-type: none"> Timely collection of contributions receivable is monitored 	Director of Finance	Finance Committee
Review of recorded contribution revenues and comparison to budgeted revenues on a regular basis	<ul style="list-style-type: none"> Contributions are recorded in the correct period Any adjustments to the contribution receivable and related accounts are recorded based on valuation updates Gift information with respect to amount and expected payment date, if applicable, is input correctly 	Director of Finance Director of Development	Finance Committee
Bank statements are reconciled to the general ledger on a monthly basis; bank reconciliations are reviewed by someone other than the preparer	<ul style="list-style-type: none"> Cash receipts data is entered for processing, recorded accurately and in the period in which they are received 	Director of Finance	Executive Director Finance Committee

Payroll			
Policy/Procedure	Objectives	Responsibility	Oversight
Payroll register is reviewed by management prior to paychecks being disbursed	<ul style="list-style-type: none"> Additions to the payroll master file represent valid employees All new employees are added to the payroll master file Terminated employees are removed from the payroll master file Only valid changes to the payroll master files are input and processed 	Director of Finance	Executive Director Finance Committee

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Payroll			
Policy/Procedure	Objectives	Responsibility	Oversight
	<ul style="list-style-type: none"> • Payroll (including compensation and withholdings) is accurately calculated and recorded 		
The payroll disbursement register shows all pertinent data describing the payroll (including total compensation, related income taxes, and other withholdings.) The register is reconciled to corresponding general ledger accounts or entries by persons who do not have unrestricted access to cash. All reconciling items are investigated and cleared on a timely basis.	<ul style="list-style-type: none"> • Payroll (including compensation and withholdings) is accurately calculated and recorded 	Director of Finance	Executive Director Finance Committee
Changes in the payroll register are compared to authorized source documents to ensure that they were input accurately	<ul style="list-style-type: none"> • Additions to the payroll master file represent valid employees • Deletions from the payroll master file represent valid terminations • Only valid changes are made to the payroll master files • Changes to the payroll master files are accurate 	Director of Finance	Executive Director Finance Committee
Executive Director periodically review listings of current employees within the school and notify the personnel department of necessary changes	<ul style="list-style-type: none"> • Additions to the payroll master file represent valid employees • All new employees are added to the payroll master file • Terminated employees are removed from the payroll master file • Only valid changes to the payroll master files are 	Director of Finance	Finance Committee

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Payroll			
Policy/Procedure	Objectives	Responsibility	Oversight
	<ul style="list-style-type: none"> input and processed • Payroll (including compensation and withholdings) is accurately calculated and recorded 		
Time reported by employees is reconciled regularly between timesheets and payroll reports	<ul style="list-style-type: none"> • All time worked is input • Time worked is accurately input and processed • Payroll disbursements and recorded payroll expenses relate to actual time worked 	Director of Finance	Executive Director Finance Committee
Employees sign for cash received; compliance is monitored by management	<ul style="list-style-type: none"> • Payroll is disbursed to appropriate employees 	Director of Finance	Executive Director Finance Committee
Management monitors compliance with all significant policies concerning personnel and compensation; all exceptions to personnel and compensation policies and procedures noted are raised to the appropriate level within the entity and pursued to proper resolution	<ul style="list-style-type: none"> • Employees are only terminated within statutory requirements 	Director of Finance	Executive Director Finance Committee
Management authorized all overtime work and overtime payments for all salaried employees who are paid for overtime	<ul style="list-style-type: none"> • Time, attendance data, and payroll disbursements recorded reflects actual time worked and is authorized • Payroll (including compensation and withholdings) is accurately calculated and recorded 	School Leader	Director of Finance Finance Committee

Annual Financial Audit

The Tennessee Public Charter Schools Act of 2002 imposes a requirement that charter schools comply with state audit procedures and audit requirements, which KIPP Nashville will comply with by initiating an annual audit of the finances of KNCPE, prepared by a certified CPA, and

the results of which will be furnished to the local board of education, the commissioner of education, and the Comptroller of the Treasury. The KIPP Nashville Board of Directors finance committee will select an auditor to assess the financial affairs of the school. This engagement, which will occur approximately one year before the audit is actually performed, will include an agreement that the auditor or auditing firm will meet with representatives from the board of directors to review how the financial books and records will need to be kept as required by generally-accepted accounting principles. This meeting will also be used to confirm that the appropriate chart of accounts will be used to assure a comprehensive and timely audit.

The board will provide the auditor access to various financial and non-financial records and documents maintained by the school as requested. Preparation for the annual audit by the school will begin with the preparation, approval and adoption of the budget and will 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 finance committee meeting following the end of the academic year, the 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.

Once the audit is complete, the auditor will meet again with the board's finance committee to review the results of the audit and the management letter. Following this presentation by the auditor, the board of directors will formally receive the audit and authorize its transmission to the Chartering Authority, the Commissioner of Education and the Comptroller of the Treasury.

In addition to the audit processes described above, monthly reports will be produced and reviewed as part of the regular practice of the business office to support the effective management of the school's finances. The school leader and board will also receive and regularly review these monthly reports. These reports will include: general ledger, balance sheet, cash flow analysis and monthly reports detailing actual revenue & expenditures vs. budgeted revenue & expenditures year-to-date. Further, customized and specialized financial reports can be generated, as needed, for the board to provide the information needed to carry out their fiscal responsibilities.

Annual Administrative Audit

The board of directors will conduct an annual internal administrative audit, which will consist of the following:

- Board self-review;
- Board review of the executive director;
- Executive director's review of the school leader, and;
- School leader's review of teachers and staff.
- This internal review will involve a performance review and an opportunity to discuss ways of improving administrative structure and policies.

The school leader will also conduct a formal annual review of staff as part of the annual administrative audit, which will be a culmination of a year's worth of evaluation, conferencing, and observations of all staff. Student assessment data and other indicators will be used to assess measures as outlined in the organizational goals. This data will be reviewed and reported back to the board to be used in their annual administrative audit.

Programmatic Audit

KNCPE will undergo a series of comprehensive programmatic audits that will permit its board and MNPS to closely monitor the school's achievement of its goals and outcomes. The KIPP Foundation has partnered with SchoolWorks to develop evaluation processes – one focused on schools and the other on regions (which all KIPP Nashville schools will undergo once this site is operational)—which KIPP Nashville will use to help evaluate the school's performance annually.

Annual Reporting to MNPS

KNCPE will provide MNPS with an annual report that will incorporate elements of the KIPP Healthy Schools Review. At a minimum, the report will include:

- Data demonstrating student progress toward the goals and outcomes specified in Section III;
- A summary of significant policies or decisions established by the school's board;
- Data indicating the level of parental involvement with KNCPE, as well as the results of any surveys of parental and student satisfaction;
- A summary of the school's admission practices and experience, including the number of students enrolled, the number on waiting lists and the number expelled, dismissed, or suspended, and;
- An analysis of the resolution of any disputes or complaints.

KNCPE and MNPS may jointly develop any other evaluation criteria that the district requests in connection with these annual reports. In addition, MNPS and KNCPE will jointly coordinate an annual site visit procedure to enable the district to independently confirm the school's performance and compliance with the terms of its charter.

Deposit and Investment of Idle Funds

The board will exercise great care in investing and managing the assets of the organization, consistent with the corporation's by-laws (see Attachment 3C). The board will select a financial institution to serve as the depository for all KNCPE funds, in accordance with the state and local policies regarding the selection of financial institutions. The board will 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 those powers are exercised under the direction of the board.

Should KNCPE have idle funds, it may, at the discretion of the board, invest in safe, secure instruments that provide a market return with a minimum amount of risk. These instruments include certificates of deposit, obligations of the United States or agencies, repurchase agreements, bankers' acceptances, commercial paper or savings accounts. Monies earned on deposits and investments will be used to support the instructional program of KNCPE.

The policies and practices to guide the board's execution of financial responsibilities and oversight are detailed in Section VI of the bylaws.

Purchasing Procedures

The board has adopted a detailed purchasing policy, the primary components of which are detailed in the tables above. The following is the framework of the purchasing policy:

- All purchases shall be undertaken in compliance with the requirements of the Tennessee Public Charter Schools Act of 2002 and the terms of the charter contract.
- KNCPE will purchase competitively and seek maximum educational value for every dollar expended.
- All purchases of goods and services shall be consistent with the board-approved budget. These purchases shall not require board approved/executed contracts, with the exception of contracts for goods and services in excess of \$5,000, which shall be bid and subject to board approval. All other proposed expenditures must be approved by the KIPP Nashville Executive Director and the KNCPE school leader, who will review the proposed expenditure to determine whether it is consistent with the board-adopted budget and sign the check request and purchase order forms.
- With respect to routine purchases (expenditures for supplies and services required for the operation of the school), no special or prior approval shall be required of the executive director or school leader, provided standard purchasing procedures are followed.
- With respect to special purchases (purchases that are not routine and that may or may not be specifically identified by line item in the budget), specific prior board approval shall be required for all purchases in this category.
- With respect to emergency purchases (purchases that are necessary to avert hazards that threaten health or safety, to protect property from damage or to avoid major disruptions of educational activities; provided that such emergency procurement shall be made with such competition as is practical under the circumstances), the school leader shall have the authority to make such purchases in consultation with the executive director and chair of the board. In making such purchases, the school leader shall prepare written determination of the basis for the emergency and for the selection of the particular contractor.

The policy includes the following components:

- Provisions for bidding and contract approval for goods and services in excess of \$5,000;
- Provisions for RFP and approving bids;
- An accounts payable process;
- Provisions for credit and debit card usage and authorization, as well as how other policies on electronic payments are used and authorized;
- A petty cash policy and process, and;
- Mechanisms to ensure all purchases are consistent with and support the mission of the school and the education of its students.

Travel Reimbursement

After some discussion of best practices, experiences and accounting procedures, the board will adopt a comprehensive travel policy to enumerate the procedures for obtaining approval to incur

travel related expenses, the process for reporting travel related expenses and the method for issuing reimbursements for travel related expenditures. The travel policy will provide guidance on travel and entertainment expenses incurred by an employee of KNCPE while conducting official business on behalf of the school.

The policy will include provisions to ensure that all travel supports the mission of the school and the education of the students; that it is well planned to achieve maximum cost-effectiveness; and that it will define all travel expenses that are eligible for reimbursement.

Reasonable school-related travel costs will be reimbursed by KNCPE in cases in which prior written approval for travel is obtained from the school leader. In such cases, expense reports will be submitted, including receipts for all purchases. Mileage reimbursements for travel that has been pre-approved by the school leader shall be made to travelers at the maximum rate permitted under the current IRS guidelines. Travelers shall include the number of miles traveled, the date of travel and the destination. All documentation will be submitted to the school leader or business manager for review and approval in a timeframe not to exceed more than 30 days after travel is completed. Travel expense reports must be signed by the school leader before reimbursements will be made. Only the school leader can approve travel eligible for reimbursement (which must be approved prior to the travel). Only the school leader can approve reimbursement requests.

Purchased Services

KNCPE has budgeted for some services to be purchased through MNPS or other outside vendors. These services include:

- **Food Service:** KNCPE plans to contract with MNPS to provide breakfast, lunch and afternoon fruit service during normal school week days. KIPP Nashville already has a contract and structure in place for food service through MNPS for the existing middle school and will expand this relationship to include KNCPE.
- **IT Support:** KIPP Nashville has contracted with a company called Solerant to provide IT Support for all KIPP Nashville schools, including KNCPE, KIPP Nashville College Prep and KIPP Academy Nashville. Solerant will provide onsite technology equipment repair, routine server maintenance, information security, firmware and spyware support, and data back-up services. In addition to those routine services, Solerant provides consultation for our Technology strategy and Technology plan revisions.
- **SPED Services:** KNCPE will need to outsource some services to ensure that it best meets all the needs of the special needs students. KNCPE expects to continue to pay administrative fees to MNPS for on-going monitoring and consultative support as well as specific student testing. This relationship will ensure that KNCPE understand and delivers on all SPED requirements. In addition, KNCPE will outsource to private vendors as needed for therapies not currently planned to be provided by school staff. As an example, the existing middle school contract with Franklin Speech to provide speech therapy for some of its students. The private vendors and types of therapies contracted will completely depend on the specific needs of the KNCPE students.
- **Accounting Services:** KIPP Nashville has contracted with a company called CFO Business Strategies to provide transactional level accounting work, payroll processing and monthly financial reporting for the existing middle school and school support center.

KIPP Nashville has already discussed and included plans for KNCPE accounting, payroll and reporting requirements into the existing CFO Business Strategies work flow once KNCPE is launched.

- Professional Development/ Assessment Development: KNCPE is planning on using outside consultants as necessary to provide targeted, skill-specific professional development based on the needs of staff and the goals of the school. In addition, KNCPE will use 3rd party vendors on a limited basis to help develop assessments.

Benefits and Retirement

In accordance with the Tennessee charter statute §49-113-119, teachers of KNCPE will participate in the group insurance plans of the local education agencies (LEA). KNCPE has properly accounted for the school's match in regard to health benefit plans and state retirement. The necessary funds to cover the employee portion of the health benefits and the state retirement will be allocated for each paycheck cycle. The funds will be paid directly to MNPS based on a monthly invoice provided by MNPS. In addition, KNCPE will withhold the necessary funds for all other payroll taxes, including Social Security and Medicare, and unemployment compensation. These funds will be paid to the appropriate entities based on state requirements.

The school has budgeted the appropriate funds for state retirement for all of its employees. For certified employees, KNCPE has budgeted 9.05% of the employees total compensation to be put towards state retirement. For non-certified employees, this percentage is 15.42%. Both of these numbers are based on the actual experience at KAN.

See the budget narrative (Attachment 10) for more details about these assumptions.

Section 4: Attachments

Instructions for attachments not previously referenced are below. Please attach numbered according to the following schedule.

Attachment 1: Start-Up Plan

Attachment 2: Organizational Chart

Attachment 3: Governing Body Documents

- A) Proof of non-profit and tax exempt status (if available),
- B) Articles of Incorporation (if available),
- C) Governing body by-laws,
- D) Organizational charts explaining the relationship between the board, lead administrator, subcommittees and advisory committees,
- E) Resumes of applicant team members (including any proposed leaders and founding board members), and
- F) Drafts of initial board policies, specifically including policies relative to conflicts of interest, open meetings and open records.

Attachment 4: School calendar and schedule

Attachment 5: Student discipline policy

Attachment 6: Facilities plan

Attachment 7: Transportation plan (if applicable)

Attachment 8: Food Service plan

Attachment 9: Public Charter School Budget Workbook

Attachment 10: Budget Narrative

Attachment 11: Insurance

Attachment 12: Waivers

Attachment 13: N/A

Attachment 14: Letters of Support

Attachment 15: KIPP Framework for Excellent Governance

Attachment 16: Fisher Fellowship & School Design Plan

Attachment 17: Grievance Policy

Attachment 18: KIPP Framework for Excellent Teaching

Attachment 19: School Leader Evaluation Tool

Attachment 20: KIPP Foundation Action Learning Project

Attachment 21: KIPP Foundation Healthy Schools Review Protocol

Attachment 22: MNPS Academic Performance Framework

Attachment 23: KIPP Nashville Child Study Template

Start-Up Plan

Provide a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget in the Budget Workbook.

See Attachment 1

School Calendar and Schedule

Describe how the school will use time strategically to support the vision, mission and education program to drive gains in academic achievement.

- Describe the annual academic calendar for the school. Explain how this calendar reflects the needs of the academic program. Provide the school's proposed calendar for the first year of operation, including the total number of days/hours of instruction.
- Provide a description of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science and social studies. Note the length of the school day including start and dismissal times. Explain why this schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week the school will devote to academic instruction in each grade.
- Describe a typical school day for a teacher and a student.
- Summarize the number of hours/minutes and days allocated for tiered interventions, enrichment, tutoring and other non-academic activities.
- If Saturday School or summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Discuss the anticipated participants, including the number of students and the methodology used to identify them. For identified students, is the program mandatory? What are the anticipated resource and staffing needs for these programs?
- Describe the proposed extra-curricular or co-curricular activities or programming the school will offer; when will they begin, how often will they occur and how will they be funded?
- If applicable, describe any other student focused activities and programs that are an integral part of the educational plan.
- Describe any programs you will offer to parents and/or the community and how they may benefit students, support the school mission and vision of the school, and potential funding.

See Attachment 4

Student Discipline, Expulsion or Suspension

Describe the philosophy for student discipline that supports your proposed school's model. Discuss how parents will be informed of this policy.

Provide a draft of the student discipline policy/student handbook, which should include the following:

- Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior
- A preliminary list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled respectively.
- An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings
- Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.
- A description of the individuals responsible for carrying out the discipline policies which includes the job description and qualifications (at the administrative level).

See Attachment 5

Facilities

Finding a suitable facility is often one of the greatest challenges facing a new, start-up charter school.

It can be difficult to negotiate or sign a lease for a facility without having been approved to open a school. This section does not require a formal agreement for a facility; however, viable options should be explained. Include in your explanation reasonable space requirements, a plan for space utilization, a discussion of potential costs including build-out, and a timeline for when a facility will be ready for student use.

Please list your plan for facilities and include the following:

- Basic requirements to accommodate your school plan, including number of classrooms, square footage per classroom, classroom types, common areas, overall square footage and amenities.

- The process for identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.
- Charter schools must adhere to all Americans with Disabilities Act (ADA) requirements and also all applicable city planning review procedures. They must also comply with all health and safety requirements per T.C.A. § 49-13-105. Please provide a plan for compliance with these requirements.
- Specify your classroom needs and include science labs, art room, computer labs, library/media center, performance/dance room, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces.
- Submit a timeline with reasonable assumptions for facility occupation.
- Reasonable budget assumptions that include rent, utilities, maintenance, insurance, and build-out costs.

See Attachment 6

Insurance

Charter schools must have appropriate insurance coverage. This includes workers compensation, employer liability, insurance for the facility and its contents, professional liability (directors and officers and teachers) and sexual abuse. Applicants should check with their local districts to determine the necessary coverage amounts and if the local entity has additional insurance requirements.

Submit a letter of required coverage from an insurance company stating they will provide the required coverage upon approval of the charter application. NOTE: if the proposed school intends to have sports teams, additional liability coverage will be required.

See Attachment 11

Waivers

Public charter schools may apply to either the local board of education or the Commissioner of Education for waivers from certain state requirements or rules that inhibit the schools' proposed mission. Charter applicants should include a list of waivers in the application on the chart below. Rows may be added as necessary.

Pursuant to state statute, neither the local board of education nor the commissioner may waive regulatory or statutory requirements related to:

- Federal and state civil rights
- Federal, state and local health and safety regulations
- Federal and State public records
- Immunizations
- Possession of weapons on school grounds
- Background checks and fingerprinting of personnel
- Federal and state special education services
- Student due process
- Parental rights
- Open meetings
- At least the same equivalent time of instruction as required in regular public schools

Because a public charter school is governed by its own governing body, most local board of education policies will be inapplicable. However, policies that relate uniformly to all students in an authorizing district (e.g. intra-district transfer or alternative school policies) and policies relative to reporting data to the state (e.g. student attendance and achievement on state assessments) will usually apply to public charter schools. Applicants should consult with the authorizer for more information.

State laws are available at this site: <http://www.lexisnexis.com/hottopics/tncode> and State Board of Education rules are available at <http://tn.gov/sos/rules/0520/0520/htm>.

See Attachment 12

Transportation

If a public charter school elects to provide transportation for its pupils, the transportation is to be provided by the school or by agreement with the LEA within the district in which the school is located pursuant to chapter 6, part 21 of Title 49 of Tennessee Code Annotated. "If a charter school elects to provide transportation other than through agreement with the LEA, the school shall receive all funds that would have been spent by the LEA to provide such transportation. If a public charter school elects not to provide transportation for its pupils, the school shall not receive the funds that would otherwise have been spent to do so." T.C.A. § 49-13-114.

If applicable, outline your proposed transportation plan as follows:

- How will you transport the students to and from your school? Describe how the school will provide transportation and include extracurricular activities and Saturday school if applicable. Also include budgetary assumptions and the impact of transportation on the overall budget.
- Describe how the school will transport students with special transportation needs and how that will impact your budget.
- Include in school budget assumptions the liability insurance required for transporting students.
- Reference evidence of familiarity with state and federal regulations relating to provision of transportation services.

See Attachment 7

Food Service

Food service must be provided in accordance with the nutrition regulations outlined in the T.C.A. §§ 49-6-2301--2307. Applicants should check with the LEA within which they wish to locate to determine if the LEA will allow a charter school to utilize its food service or if it must apply to the state to provide its own food service.

Describe the school's proposed food service plan and include the following:

- A clear description of how the school will offer food service to the students, including how it will adhere to all nutritional guidelines.
- Include any plans to meet the needs of low-income and academically low-achieving students such as a community garden, inclusion of fresh fruits and vegetables initiatives, etc.
- How the school intends to collect free and reduced price lunch information from qualified families and include it in the food plan.
- How the school will ensure compliance with applicable state and federal regulations.

See Attachment 8

Section 5: References

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