



Department of  
**Education**

Charter Schools

# **Application for a Public Charter School**

## **Oxton Academy Charter High School**

**Proposed for  
Clarksville Montgomery County School System**

**Opening in the 2023-24  
School Year**

**By  
One on One Children's Services Corp.**

Initial Submission - February 1, 2022

(Revised)

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**GENERAL INFORMATION**

Name of proposed school: Oxton Academy Charter High School

Projected year of school opening with the identified authorizer: 2023-24

Charter authorizer for proposed school: Clarksville Montgomery County School System

Sponsor/Sponsoring entity: One on One Children’s Services, Corp.

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

Model or focus of proposed school: A high school career academy for at-risk students and recent dropouts

City or geographic community for proposed school: Clarksville, TN 37040

Name of primary contact person (this person should serve as the contact for follow-up, interviews, and notices regarding this application): Marcel Monnar

Primary Contact mailing address: 8900 SW 117<sup>th</sup> Ave. – Suite C-103, Miami, FL 33186

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Primary Contact email address: [mmonnar@oneononelearning.com](mailto:mmonnar@oneononelearning.com)

Names, current employment, and roles of all people on school design team, including school leader:

Full name	Current employer and job title	Position with proposed school
Marcel Monnar	Director – One on One Children’s Services	Sponsor
Erin McColskey	Retired VP of Govt. Relations – Palm Beach State College	Governing Board Chair
Jose Perez de Corcho	Executive VP – OSC Insurance Services	Governing Board Treasurer
Erika Montgomery	Retired Teacher – School Board of Broward County FL	Governing Board Vice Chair
Dr. Dana Godek	Consultant – Edusolve, LLC	Consultant
Vincent Alessi	Consultant – Edusolve, LLC	Consultant
Franklin J. Vodolo	Consultant – F.J. Vodolo & Associates, LLC	Consultant

Does the proposed school intend to contract or partner with a charter management organization? Yes   No  X   
 If yes, identify the CMO or other partner organization:

Does this applicant have charter school applications under consideration by any other authorizer? Yes   No  X   
 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 for Oxton Academy Charter High 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

Marcel Motinae  
Printed Name of Authorized Representative

Director  
Title of Authorized Representative

## Executive Summary

**Oxton Academy** is a national demonstration model designed to support the needs of non-traditional learners. In support of the solid foundation for career and technical education in the Clarksville Montgomery County School System (CMCSS), Oxton Academy builds upon the culture of 21st century skills, while leveraging a unique employer-learner model. To prepare for the jobs of tomorrow, youth need to be equipped with a broader range of skills that will allow them to adapt and innovate in responses to the unforeseen demands of the future economy – including skills for entrepreneurship. Key among the broader skills young people will need are the ability to communicate their ideas, and problem solve effectively with their colleagues (LinkedIn Talent Solutions, 2019).

According to The Intelligence Group, the next generation workforce mostly consider work as a powerful platform to learn new skills, stretch their potential, and become better versions of themselves. They seek learning and work environments where they have a sense of belonging as even more important than overall compensation. This includes work-based learning with hybrid training options and opportunities to learn new skills, meet new people, and explore new ways to contribute. Commensurately, employers have a role to play if they are to successfully recruit and retain Clarksville’s next generation workforce.

We believe this is achieved through the partnerships and support that set the conditions for belonging and potential. In other words, workforce preparation no longer only needs to include the technical skills required for the jobs of today, but also include training for both the preservice employee and employer to create the environments this generation needs to be successful (Yoder, Atwell, Godek, Dusenbury, Bridge, and Weissberg, 2020).

To accomplish this, the school’s vision is to provide a comprehensive approach to educating students who, for various reasons, have not been successful in a traditional high school setting. This group has far fewer opportunities to find adequate employment or gain access to post-secondary training without a high school diploma and foundational employment skills. These challenges are exacerbated by the public health crisis over the past few years, impeding student retrieval efforts.

The Sponsor will focus recruitment within the 37040 Zip Code and will work with CMCSS to seek solutions to challenges in population growth and the impending rezoning of schools, with the commitment to enroll and otherwise absorb students with academic barriers who may seek alternative academic solutions.

The Sponsor and the Governing Board understand a dedicated outreach plan that has both long and short-term recruitment goals is a necessity. Recruitment efforts will be both school and community based to attract current struggling or disenfranchised students as well as recent dropouts. Oxton Academy will target disenfranchised and out-of-school youth through offering innovative instructional practices and learning opportunities especially designed for low-performing or disinterested students through various career clusters and an intense, integrated reading focus. Among the characteristics sought in the target student population will be those who are overage for grade, with high absenteeism, low number of credits earned, and/or those

who have not been socially accepted. The school will also identify overage for grade-level students (underperforming eighth graders) that may be ready to transition to high school, yet with a very limited skill base.

In Montgomery County, several key success factors are in motion. The CTE programmatic offerings in CMCSS are diversified, community engagement is high in view of potential school boundaries changes, and the population of families settling to the area continues to climb (RSP & Associates, 2022). Building upon Oxton Academy's TDOE Charter School Expansion Grant award, our design collaborators are developing and leveraging partnerships with employers to define needed workplace skills and design, implement, and evaluate career pathways; building a vision and commitment from the employer community that enables and supports high-quality workforce development onsite programs; adapting employer work-based learning and internship models hand-in-hand with industry; and using data to align workforce preparation and career pathways programs to state and local labor market needs. By leveraging the latest research findings on work-based learning programs, Oxton Academy's academic plan will address recoverable students through a highly focused, standards-based curriculum tied directly to career education.

"Governor Bill Lee has made providing high quality school options for all Tennessee families a top priority," said Commissioner Penny Schwinn. "With the goal of helping ensure students throughout the state are provided a high-quality education, this expansion of charter school supports will help give Tennessee families and students additional school options."

This approach blends a career-centered, academic curriculum aligned to the Tennessee Academic Standards, with the ultimate goal to lead students to a successful livelihood, a desire to pursue continuing education, and productive citizenship. In partnership with parents, caregivers, and employer host sites, we will:

- Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
- Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.
- Co-construct work-based learning experiences with employer partners that facilitate a sense of ownership and belonging for emerging employees.
- Absorb students effecting by upcoming rezoning issues, as needed, in partnership with CMCSS.
- Create small, personalized communities to facilitate monitoring and support, driven by digital curricula with the flexibility to structure learning and engage students at their functional level.

Oxton Academy's sponsors have created a dialog with many of Montgomery County's industries and is now active in working with faith-based community, minority populations associations, and schools of higher education.

- **The Clarksville Chamber of Commerce** is supporting the school designers through an ongoing process of brokering meetings with industry leaders.
- **The Industrial Board of Development (IDB)** co-hosted a meeting with the Chamber and organized a special presentation from the school designers for local community business representatives.
- **LG Electronics**, has developed an agreement to support the growth and development of the school and participate in enhanced work-based learning initiatives.
- **Hankook** and Oxtan Academy school designers are in active discussions on curriculum needs, with a commitment from the HR department to serve in an advisory and facilitative capacity, to include the potential of onsite labs.
- Meetings are currently scheduled with the faith-based community, and ongoing dialogue with community-based associations are enhancing further family input and engagement in the development of school curriculum and extra-curricular activities.
- Oxtan Academy is also in the process of collaborating with **Austin-Peay State University, Tennessee College of Applied Technology** and **Bethel University** for the purpose of building bridges for enhanced articulation agreements and learning labs.

The Proposer's staff and organization have a depth of **educational successes** and expertise. Over the past 20 years, One on One Learning has provided individually tailored academic support to over 75,000 students and has gained substantial knowledge of working with at-risk and disadvantaged youth from diverse socioeconomic backgrounds. Presently, the Proposer provides a variety of academic and support services for students in more than twenty states including student services in Florida, California, Ohio, Pennsylvania, Colorado, Arizona and South Carolina. Educational services are delivered by highly qualified and certified teachers and support personnel in various flexible settings including in-home, one-on-one, and small group tutoring in both public and non-public schools.

## **SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY**

### **1.1 School Mission and Vision**

In this section:

- (a) **Provide a mission statement for the proposed charter school. Note: the mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree. The school's mission statement provides the foundation for the entire application.**

The **mission** of Oxton Academy is to serve those students who require academic success that is supported by innovations in curriculum; a different type of teaching supported by training and empowerment; and a safe and nonjudgmental physical environment. These, combined with promoting the individual's value and dignity through discipline, responsibility and high expectations will allow our students to attain a high school diploma and their life's ambitions. In doing so, the School intends to target any recent dropouts along with a small portion of the District's high school population, who are off-track for graduating with their cohort. Through this effort, the School will provide the means to achieve a high school diploma along with an industry certification(s) and/or employability skills resulting in a 75 - 80% success rate over the first three years as evidenced by students successfully entering the workforce or matriculating to a post-secondary institution.

- (b) **Describe the vision of the proposed school and how the vision will help achieve the school's mission.**

We envision a school that is unbound by walls where the community of learners includes students, staff, employers, and stakeholders who seek untraditional choices and options for the next generation workforce.

Oxton Academy's academic plan will build on standards-based curriculum tied directly to career education, while innovating on employer learning alongside student/emergent worker input on working environments. It is extremely important for our targeted population to not only see the end result of a successful high school career, but to also experience that result through the educational process. By blending a career-centered, academic curriculum aligned to the Tennessee Academic Standards students will learn critical employment skills and industry will learn technique to improve recruitment and retention.

- (c) **Describe how the mission and vision of this school will meet the prescribed purposes for charter schools found in T.C.A. § 49-13-102(a).**

The focus of Oxton Academy is to identify and reconnect disenfranchised and out-of-school youths, who would otherwise not achieve a high school diploma, through innovative instructional practices and learning opportunities especially designed for low-performing students via embedded career skills and an intense, integrated reading focus. Following the tenets of T.C.A. § 49-13-102(a), Oxton Academy will offer parents an option of a small, personalized and safe learning environment created to address gaps in academic achievement,



while keeping parents fully engaged in their children's progress. The employing of individualized instructional methods, integrating Social and Personal Competencies and empowering both teachers and students to make informed decisions will provide an expanded opportunity for students to reach proficiency on state academic assessments and achieve a higher level of college and career readiness.

This will be accomplished through the establishment of a small, grade 9-12 high school committed to providing students with a rigorous academic experience combined with career certifications. The school will use a "blended" instructional model that integrates modern day instructional technology with traditional pedagogical strategies designed to address the unique learning needs of our targeted audience. The school will provide parents and students with another educational option that may better meet students' diverse needs and expand the capacity of the public school system at large.

The Oxton Academy program will provide foundational and career developmental skills combined with technical reading competence necessary to engage and motivate students to succeed academically and in preparation for entry into many of the local industries. Through its career focus, Oxton Academy students will attain one or more industry certifications that offer more than just a high school diploma in preparation for entering the work force. To help accomplish this, the School will engage in outreach and partnerships with local businesses and industries to provide a variety of opportunities for students to obtain first-hand knowledge of the world of work. Having already laid a foundation for this effort, the Sponsor and its representatives have met with local business and industry leaders to discuss how each other's focus can be mutually beneficial. Among the possibilities discussed are student internships, company staff networking with career education teachers to better align curricular content and access to actual production equipment and technology for training purposes. Additionally, the Sponsor's staff are meeting with local colleges and technical schools to create expanded learning and post-secondary opportunities for students who wish to obtain college credit and/or additional career technical training after they graduate.

**(d) Describe how the mission and vision of the proposed school addresses any priorities set by the authorizer.**

Our priorities are to answer the following questions in partnership with the CMCSS:

1. The future of work is quickly changing and is even more uncertain now than it was just two years ago (Dondie et al., 2021). Without knowing what type of jobs will exist in 10 to 20 years, how can education best prepare students to succeed in the new economy and life?
2. Top companies are increasingly emphasizing the importance of social and emotional skills for success in the next generation of employees and entrepreneurs (Lieberman, 2021; Yoder, Atwell, Godek, et al., 2020). How can education equip students with the skills identified by employers as necessary to enter and thrive in the workforce and how can it help employers retain such employees?
3. There is an urgent need to advance equitable environments in education generally, and in career and workforce development specifically (Butrymowicz, 2021). How can education foster more equitable access to and dispel disparities within career and

workforce development and positive postsecondary outcomes for students to support a more diverse workforce?

Dr. Jean Luna, CMCSS Director of High Schools has said, “One size doesn’t fit all when it comes to education. It is important for us to offer as many options as possible to meet the needs of our diverse student body. By providing numerous industry-aligned and student-interest-based pathways, we can empower our students to make choices that help them achieve their career and life goals.” This is in total alignment with focus of Oxton Academy as it targets those students who have not been previously successful in preparing for their future.

Currently, CMCSS offers innovative programs like the Academies of CMCSS in all seven of the traditional high schools. Additionally, each high school offers options like dual enrollment, Advanced Placement (AP), and Career Technical Education (CTE) courses. It is the intention of Oxton Academy to build upon and expand several of these offerings to its unique student populations. As of the 2020 school year, on average, most of the District’s high school students fell below 50% in college and career readiness. For more fragile subgroups, this number is far lower with economically disadvantaged students under 25% and ELL and SWD students under 5%. Additionally, many local businesses have expressed a desire to partner with local high schools to bring about a mutually beneficial collaboration that will increase the supply chain of viable workers. More importantly, these same businesses have indicated that in most cases the general employability skills of communication, team work and problem-solving are what is most critical in finding the right type of employees.

Oxton Academy’s approach to a small, safe and student-centered high school setting with options for high demand and high interest career preparation will serve the District’s least engaged students that have not been successful and/or have dropped out with very limited career opportunities. A wide range of behaviors both in and out of school have been shown to predict whether students drop out, or successfully graduate. One of the most important factors is student engagement, which includes students’ active involvement in academic work (e.g., coming to class, doing homework) and the social aspects of school including feeling empowered and having a trusted relationship with an adult (Rumberger and Lim, 2008). This research consistently finds that high absenteeism—one specific indicator of engagement—is associated with higher dropout rates. Because all of the student-level predictors, other than residential mobility, are actually measured characteristics of students before they entered high schools, results obtained from a longitudinal study of almost 15,000 students (Rumberger and Palardy, 2005) suggest that there are more limited institutional factors that influence whether they drop out of school. Among these are teacher empowerment and **high expectations for student learning**. The study found that dropout rates are significantly lower when these two factors are in place. Therefore, by leveraging the latest data and technologies, Oxton Academy’s academic plan will provide targeted high school age students with an innovative, educational alternative leading to high school graduation and a viable career. Highly skilled and dedicated staff will provide each student with a personalized academic plan designed to meet the student's learning needs while promoting high standards of student achievement. Combining academic skills with technical training in a career pathway of choice, the school is committed to improving student outcomes that will allow each student to earn a high school diploma and industry certification appropriate for their career. A successful transition into a career or into post-secondary education

will enable students to become productive, contributing members of society and increase the Authorizer's overall success.

(e) **Describe what the proposed school will look like when it is achieving its mission.**

Oxton Academy in its mission-centric state is unbound by classroom, hosting much of the learning experiences on employer sites and through virtual, on-demand curriculum. Students and employers participate in a highly engaging series of feedback sessions to improve student perceptions of involvement and responsive workplaces and employer's conditions for retaining the workforce. This approach will be supported by a trained teacher, who also serves as a mentor. The teacher/facilitator role is important to help the students connect their academic learning to their career focus. Thus, demonstrating how academics provide the underpinnings of a successful career. The mentoring aspect of the program will help to address outside social and emotional issues that often plague at-risk students. Through this integrated approach, students learn to reflect on the problem-solving process and learn to deal with real life problems and situations, which are key for individuals entering the work force or in life.

Accompanied by their parents, students applying to the School are interviewed and initially assessed on several levels including, but not limited to, academics, interests, social and emotional status, special needs and career focus. Based on these data and previous school records and assessments, an individual learning plan (ILP) is developed. The plan includes a gap analysis, which shows where the student is compared to proficiency levels in ELA/reading and mathematics on required assessments, successful completion of credits and days of attendance. Based upon this analysis, specific formative goals are developed and address academic need, including course/credit recovery, advanced classes, reading remediation or other interventions. The plan also includes any additional social/emotional supports provided by guidance personnel and classroom teachers in conjunction with a career pathway, with identifiable benchmarks, resulting in industry certification(s). This plan will also serve to meet the requirements of Tennessee High School Policy 3.103 (07/23/2021), which states:

“At age fourteen (14) or prior to the ninth (9th) grade, all students, including students with an Individualized Education Program (IEP) and/or 504 Plan, shall develop an initial four (4)-year plan of focused and purposeful high school study. The plan of study shall be reviewed annually by the student and school counselor or faculty advisor and revised based on the student's academic progress and changes in the student's postsecondary interests and career goals. Results of various types of assessments will also be used in adjusting the plan of study.

The plan of focused and purposeful high school study shall:

- (a) Cover either grades nine through twelve (9-12) or grades eight through twelve (8- 12);
- (b) Connect the student's goals for high school to the courses or training that shall equip the student with the skills necessary to meet his or her goals after high school;
- (c) Consider a variety of indicators, such as student academic strengths and needs, attendance, behavior, and course grades;

- (d) Include information regarding elective focuses aligned to the student's career aptitude assessment results, including relevant career and technical education (CTE) programs of study, a student's readiness for specific early post-secondary opportunities (EPSOs), industry credentials, and work-based learning experiences;
- (e) Provide students with opportunities to begin building technical skills in a field of interest, in addition to employability, work-ethic, and leadership skills required to be successful in that job; and
- (f) If applicable, identify possible transition service needs of a student under the applicable components of the student's IEP and/or 504 Plan."

Students are scheduled on a 4 x 4 block with 85-minute periods. Each student's schedule will include a combination of academics and career instruction in a blended scenario where individualized digital curricula is provided along with face-to-face instruction and delivered or supported by a certified teacher. This allows instruction to be delivered according to functional level and need in a small, personalized learning environment. For example: students in a mathematics block may be taking algebra I, algebra II, or an algebra credit recovery through the digital curriculum and delivered according to their respective learning style. A teacher, certified in algebra, is there to provide help, direction and tutoring as needed to one or a group of students. Moreover, due to the anticipated poor academic achievement level of a portion of Oxton's students, some academic blocks will focus entirely on intervention and remediation. Providing this methodology for students to "catch up" without diminishing their opportunities to engage in the School's elective offerings is most important. As class sizes will be kept small in number, this approach offers students a much more conducive educational experience to master concepts without the pressure of falling behind his/her peers as would be the case in a more traditional high school setting. This facilitative approach allows students to progress independently of others who may be either more advanced, behind, or on a different level of the subject. It is also a better use of teacher time. When one teacher is assigned to just an Algebra I class, with varying levels of students who are not learning at the same rate, individual class members become frustrated, which leads to disenfranchisement. The block schedule also allows for eight courses in each school year creating opportunities for remediation, acceleration or multiple career pathways. It also allows those students who were lacking credits when they enrolled to catch up without demanding time constraints.

Career/Technical Education (CTE) is delivered through face-to-face, hands on learning experiences and digital curricula as applicable. Instructors, many part-time due to the small student enrollment, with appropriate CTE certifications will provide the coursework leading to one or more industry certifications. Many of possible certifications including Adobe, Microsoft, Google, Quickbooks, Cisco and Java Script are stand alone proficiencies applicable to a variety of employment opportunities. Additionally, students will be provided with important employability skills documented through the *What Works Clearinghouse* (WWC) as viable for success in both post-secondary and workplace situations. These skills include verbal and written communication, critical thinking and problem-solving, agreeableness, health and safety, teamwork and work ethic among others. Depending on the individual's schedule and capabilities, a student could take advantage of the expanded 32-credit opportunity over a 4-year high school program enabling the student to earn multiple industry certifications.

Oxton Academy High School has embarked on a series of partnerships and commitments with local industry. The most prominent of these, LG Electronics, has committed the talent of its staff, as well as the possibility of introducing hardware and technology into the school site. Hankook, manufacturer of high performance tires, and another leading industry in Clarksville, has made it clear that not only do they wish to repurpose equipment to the school, but they are also willing to dedicate staff to a mentoring program, and ongoing support for the career and technology goals of the school.

With relatively small classes and a very manageable school population, teachers get to know all students on a more personal level. They are empowered to collaborate and develop supportive learning environments. Teachers and support staff are provided time to plan, review student data, discuss student needs and communicate with parents. Moreover, and most importantly, they bring education directly to their students through progress-monitoring chats and social/emotional learning activities. Through this approach, disenfranchised students begin to experience success, which can be a tremendous motivator for continued effort and accomplishment resulting in attainment of a high school diploma and college or career readiness.

- f. Describe the innovative or unique features of the proposed school or education model. How do these unique features align with the mission and vision of the school? How will these unique features foster student achievement and success?**

The School's more personalized and a safe, small-school environment, with coursework individually tailored to the learners' unique needs and interests, allows Oxton Academy to build upon student success. Guided by its mission and vision, Oxton Academy will place an emphasis on the disenfranchised learner through a disciplined, but student-focused approach to making learning more personal and relevant. Moreover, seeking to understand the whole student and not limiting interventions to academics, addresses a critical component of adolescent growth and development and eventual success in post-secondary training and the workplace. Taking the time to capture and analyze sufficient student data of both a qualitative and quantitative variety, coupled with the sharing of this data with students themselves will help foster an understanding where they are and empower them to make appropriate decisions for their future. To this end, the School will also empower its teachers to take on a new and more facilitative role in the delivery of instruction within a flexible learning environment. Through the use of flexible scheduling and available technologies, a greater emphasis will be placed on collaborative planning, increased use of student data, integration of curriculum, authentic assessment and heightened communication with parents. As a result, teachers will have the opportunity to take control of student learning without an overly rigid, predetermined structure.

Driven by digital curricula with the flexibility to structure learning and engage students at their functional level, Oxton Academy will be able to leverage time to suit individual learner needs. This no longer confines the learner to a fixed schedule with few alternatives, but creates a more fluid learning environment where students can experience the benefits of standard mastery according to their own functional levels. This also allows students with different learning preferences the ability to acquire content in a way in which they are most comfortable. Varying presentation methods, the scaffolding of new concepts, modified reading levels and technical supports create a structure that surpasses most traditional high school classes. This methodology also better prepares students for State Assessments by providing formative, standard-aligned

measures and specific interventions as needed. Guided by certified classroom teachers, students are never at a loss for one-on-one assistance and support. The curricula will allow students to advance without having to wait for the teacher's prepared lessons. Rather, teachers are free to assist one or more students with specific concepts as they progress through course content with formative assessments driving necessary interventions. Free teacher-directed extended learning opportunities will also exist for students who need further assistance beyond the regular school day. Additionally, because of the digital nature of the coursework, parents are kept abreast of student progress in real time.

Through this approach, Oxton Academy's educational program responds to the demand of government and business leaders that high school graduates be prepared to enter the workforce and/or post-secondary education upon graduation. In order to establish an educational environment that provides the underpinnings of this philosophy, the School will provide a flexible, block schedule, which allows students to place a greater emphasis on fewer courses each semester. It also provides the means to accommodate both career training and academic remediation as needed to support all students who will be functioning at different academic levels. By offering four, full credit courses each semester, a certain amount of flexibility will allow students to recover incomplete or failed classes in a shorter amount of time focusing on standards mastery, while providing other students a full semester to complete new coursework. Moreover, the longer learning blocks provide time for the embedding of social/emotional learning (SEL), which has been shown to be critical in supporting a smooth transition to and success in post-secondary learning and the workplace. This type of schedule also facilitates a balance between career training and academics, which is important for students to stay engaged in the overall learning process with the end in mind.

## 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.**

Clarksville, TN is home to 40% of households with children under the age of 18, primarily living in single family home structures (American Community Survey, US Census, 2019). Of that population the majority either drive or carpool along I-24 to commute to primarily manufacturing, healthcare, or education and human services employment. In order to attract the targeted population, the Sponsor will focus on, but not be limited to, the 37040 Zip Code – an area with a diverse population, a 15% poverty level and vibrant businesses and industries. According to the most recent demographic data, the largest ethnic groups include 58% white, 24% Black and 11% Hispanic with the median age 30.3 years old.

There are two high schools within approximately five miles of possible school sites. These are Rossvie and Northeast high schools. According to the most recent State data, Rossvie's enrollment of 1,910 students mirrors that of the 37040 Zip Code demographically, while Northeast with 1,487 students, has a higher minority population with approximately 42% Black, 17% Hispanic and 36% White. While both of these high schools have very solid graduation rates of 95% and 93% respectively, per 2021 State data Rossvie has a college and career readiness score of 56.6% and Northeast High has a score of only 34.7%.

- (b) **Provide a rationale for selecting the community where the proposed school will locate.**

We recognize that impending redistricting process may create the need for additional facilities to support population growth and the potential disenfranchised student populations. After conversations with area businesses and church leaders, it was determined that a small, but fragile student population in the 37040 Zip Code was not being successful through the more traditional high school programs. Further, this Zip Code is also the home of several large, local businesses with extensive employment opportunities. Based upon 2021 State school data, it is projected that between 190-200 students from the two schools previously cited may qualify for Oxton's program. However, with a District enrollment of almost 36,000 students and a graduation rate of 95%, there are some 1791 students who are not achieving the traditional graduation benchmark with 2.3% students actually dropping out of school. This reflects the percentage of students who dropped out without graduating and earning a diploma. In addition to any recent dropouts, Oxton will seek those students who may be struggling in their current high school situation, seeking a GED, home schooled students, or those seeking an alternative to a large comprehensive high school. These students Additionally, area industries are of the feeling that local high schools are not specifically preparing students to become the type of employees these industries are seeking. While both Rossvie and Northeast High Schools offer similar CTE programs as Oxton Academy plans to offer, Oxton Academy's programs will be designed to specifically meet the needs of area industries. Further, Oxton Academy will collaborate with the Human Resources and Engineering Departments of these various industries to correlate instruction and preparation to their unique needs and endeavor to include outreach and internships as part of the course of study.

- (c) **Discuss the academic performance and enrollment trends of existing schools in that community.**

As indicated, both of these high schools have very solid graduation rates of greater than 95% for Rossview and 93% for Northeast. However, per 2021 State data, Rossview has a college and career readiness score of 56.6% and Northeast High has a score of only 34.7%. Academic performance for these two high schools in the geographic area where Oxtan Academy plans to locate, along with that of the other County high schools and the District as a whole, is captured in the following **Chart 1**.

**Chart 1: Current CMCSS High School and District Proficiency**

Percent Proficient on State Exam (TCAP)*											
School	Overall Success Rate**			Econ Dis	ELL	SWD	Minority	ELA	Math	SS	Science
	2018	2019	2021	2021	2021	2021	2021	2021	2021	2021	2021
Clarksville HS	37.0%	45.0%	29.0%	12.9%	n/a	<5%	18.3%	45.0%	18.2%	39.0%	60.2%
Kenwood HS	21.0%	23.3%	16.2%	9.4%	<5%	6.3%	12.6%	26.0%	8.6%	26.2%	36.7%
Montgomery Ctrl HS	31.8%	35.5%	23.4%	13.6%	n/a	5.0%	20.0%	36.0%	13.6%	35.2%	57.0%
Northeast HS	21.8%	32.6%	19.5%	11.3%	<5%	9.0%	15.4%	31.3%	10.4%	37.5%	46.5%
Northwest HS	22.7%	31.7%	18.3%	11.9%	n/a	5.3%	14.4%	28.8%	10.2%	37.8%	55.6%
Rossvie HS	41.2%	48.0%	31.7%	10.8%	34.3%	7.8%	21.7%	45.1%	21.2%	47.2%	67.9%
West Creek HS	21.7%	28.6%	20.4%	11.3%	<5%	8.9%	16.3%	33.5%	10.6%	31.8%	51.8%
CMCSS - District	39.9%	42.4%	27.6%	13.9%	15.9%	9.8%	18.8%	31.2%	24.0%	44.4%	50.1%

\*A student is considered on grade level if he or she scores on track or mastered on state exams, known as TCAP.  
 \*\* 2018 & 2019 were pre-pandemic years, while 2021 was significantly influenced by Covid.

In spite of the national trend of decreasing school enrollments due to concern over Covid infections, both Rossview and Northeast High Schools have documented increased enrollments of 119 and 32 students respectively from 2019 through 2021. However, overall chronic absenteeism for 2021 shows Rossview High School at approximately 10% and 23% for economically disadvantaged students. Northeast High School is higher at just over 17% overall and almost 29% for the economically disadvantaged.

- (d) **Describe the specific population of students the proposed school intends to serve.**

While at-risk students or students at risk of dropping out are not the exclusive student characteristic Oxtan Academy will serve, they are among those the School will target. The projected number of students for enrollment detailed reflects a five-year annual student headcount, not a single annual count. At-risk youth can come from any location throughout the school district. Increasing issues stemming from school closures and the pandemic alter the accuracy of any predicted enrollment count. To be clear, the school will offer adaptive technology, social and personal universal support, and career counseling to support youth who



are not successful in traditional settings. Oxton Academy resources are designed to include clubs and before/after school programs, to provide supplementary assistance in raising academic achievement in core subject areas, high school completion, and college and career readiness. We intend to work with the school district and its early warning indicator system to proactively address the needs of students when planning for future year enrollment growth based on population size and service needs. Oxton Academy's innovative instructional practices and learning opportunities are especially designed for low-performing or disinterested students through various career clusters and an intense, integrated reading focus. Among the characteristics sought in the target student population will be those who are overage for grade, with high absenteeism, low number of credits earned, and/or those who have not been socially accepted. The School will also endeavor to identify overage for grade students in eighth grade that may be ready to transition to high school with a very limited skill base.

- (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?**

Following the tenets of T.C.A. § 49-13-102(a), Oxton Academy will offer parents an option of a small, personalized and safe learning environment created to address gaps in academic achievement, while keeping parents fully engaged in their children's progress. The unique and small grade 9-12 school environment allows for more individualized instructional methods, the integration of social-personal competencies and empowerment of both teachers and students to make informed decisions. This provides an expanded opportunity for students to reach proficiency on state academic assessments and achieve a higher level of college and career readiness. The school will also use a "blended" instructional model that integrates modern day instructional technology with more traditional one-on-one and small group pedagogical strategies designed to address the unique learning needs of our targeted audience. The school will provide parents and students with another educational option that may better meet students' diverse needs and expand the capacity of the public school system at large.

Oxton Academy's curricular approach can also positively impact a subgroup of the targeted population, A study of learning-disabled, secondary students who were reading three to four grade levels below placement, were shown to lack decoding and word recognition, essential to fluency and comprehension. Through the use of integrated software to deliver a supported reading comprehension environment that included interactivity and multimedia, comprehension instruction was shown to effectively motivate and teach readers to learn and to use comprehension strategies that were of benefit (Rose and Dalton, 2002). This approach is also grounded in Universal Design for Learning theory (UDL), which focuses on the need for instructional methods and materials that provide students a flexible system of supports for both access and learning. An important benefit of designing for diversity is that all users tend to benefit from the results.

Through the use of its Student Information System (SIS) and Individual Learning Plan (ILP) development process, Oxton Academy will systematically identify and categorize student needs. So, whether an incoming student is in need of specific IEP services or reading decoding skills, an appropriate educational plan is developed. The Oxton Academy flexible block

schedule and digital curricula empower the faculty to differentiate instruction and provide other remediation or enrichment services as necessary. Further, unlike traditional high schools, teachers have the ability to assist individual or small groups of students under their purview and adjust the configuration of their content blocks to optimize curriculum delivery. A progress - monitoring plan that involves frequent student conferencing provides the underpinnings for student empowerment. Students will be encouraged to meet with teachers or counselors during *advisement time*, which occurs daily, to obtain assistance or to share a concern.

By leveraging the latest data and technologies, Oxton Academy’s academic plan will address this often-neglected group of recoverable students through a highly focused, standards-based curriculum tied directly to career education. It is extremely important for our targeted population to not only see the end result of a successful high school career, but to also experience that result through the educational process. By blending a career-centered, academic curriculum aligned to the Tennessee Academic Standards and parental support for the development of the whole child, students will learn critical employment skills and industry certifications which will lead to a successful livelihood, a desire to pursue continuing education, and productive citizenship.

- (f) **If you are an existing operator, 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 current community that you serve.**

N/A

- (g) **Complete the enrollment summary and anticipated demographics charts below.**

Number of Students						
Grade Level	Year 1 2023	Year 2 2024	Year 3 2025	Year 4 2026	Year 5 2027	At Capacity 2028
K						
1						
2						
3						
4						
5						
6						
7						
8						
9	30	33	37	41	45	50
10	30	33	37	41	45	50
11	60	66	73	80	88	97
12	80	88	97	107	127	140
Totals	200	220	244	269	305	337
<b>Anticipated Demographics</b>		<b>70% of Economically Disadvantaged Students</b>		<b>20% of Students with Disabilities</b>		<b>8% of English Learners</b>

It should be noted that the projected higher numbers of juniors and seniors are reflective of both students currently attending a CMCSS high school and those who may have dropped out prior to graduation.

### 1.3 Academic Focus and Plan

In this section:

- (a) **Describe the academic focus of the proposed school.**

The educational design and research base that serves as the underpinnings of the Oxton Academy program is in complete alignment with our mission statement. Students, parents, and professionals will be actively involved in planning and administering the educational process. The school provides several career pathways from which students may make a selection and align with their academic focus. From this initial step, supported by a thorough review and understanding of each student's background, an individual learning plan begins to take shape. Aided by technology and diagnostic assessments, a complete student profile, with educational goals and incremental outcomes is subsequently established. The School counselor plays an important role in this process, meeting with prospective students and their parents, discussing past educational experiences and communicating the expectations and support structures of Oxton Academy.

Through the use of its Student Information System (SIS) and Individual Learning Plan (ILP) development process, Oxton Academy will systematically identify and categorize student needs. So, whether an incoming student is in need of specific IEP services or reading decoding skills, an appropriate educational plan is developed. The Oxton Academy flexible block schedule and digital curricula empower the faculty to differentiate instruction and provide other remediation or enrichment services as necessary. Further, teachers have the ability to assist individual or small groups of students under their purview and adjust the configuration of their content blocks to optimize curriculum delivery. A progress -monitoring plan that involves frequent student conferencing provides the underpinnings for student empowerment. Students will be encouraged to meet with teachers or counselors during *advisement time*, which occurs daily, to obtain assistance or to share a concern.

Critical to the personalized academic plan, instructors and counselors will review academic, attendance, and conduct/discipline records, in conjunction with input from previous teachers, counselors and parents. These data-driven measures are intended to correlate students' individualized learning plans with class offerings and schedules for each school year. Personalization plays a major role in the delivery of instruction and in the overall school culture. Teachers will be empowered to create a learning environment that embraces differentiation and allows students to be successful. Through a strong emphasis on reading, embedded social and personal activities and integrated career studies, Oxton Academy will develop motivated, self-directed students with problem-solving skills and an understanding of what it means to be a life-long learner and a productive citizen.

With that said, academics at Oxton Academy become a more facilitative means to an end, with the end being attainment of a high school diploma, fundamental employability skills and one or more industry certifications. Students come to see academics as the key to their future. Especially for those students with limited educational success and/or negative school experiences, initial academic success is instrumental in opening the door to possibilities. While all students may not be capable of the same level of achievement, there will be options for them to succeed under the graduation guidelines and multiple career pathways.

(b) **Outline the academic plan of the proposed school. Include specific academic benchmarks.**

Under Oxton Academy's academic plan, both curriculum design and delivery will be based upon comprehensive student data. In addition to student records and documentation of past performance, Oxton Academy will assess students in the critical areas of reading and mathematics through the State-approved i-Ready diagnostic assessment aligned to the Tennessee Academic Standards. As a result, each student will have the benefit of an accurate Instructional Learning Plan (ILP) to guide and benchmark progress throughout his or her tenure at Oxton Academy. Further, each student is encouraged to work to his or her highest academic potential, which is reinforced by the student schedule, a research proven curriculum, and teacher mentors.

With reading instruction designed to be commensurate with each student's needs, teachers have the ability to focus learning at their instructional level, thereby fostering immediate success, while providing the scaffolding necessary to help them make continuous progress on their way to attaining technical proficiency. Periodic formative assessments, aligned to the curriculum and academic standards, will also assist teachers in this process. Through Oxton Academy's digital curricula, formative assessments will be embedded within the context of lesson activities, not the result of a several-times-a-year assessment. Technology applications and online learning can simplify this process and provide immediate data on student performance so student needs are identified early and often. All assessment data becomes part of each student's record and is electronically tagged allowing school personnel to digitally benchmark student performance for standards mastery. Similarly, mathematics teachers have the ability to modify curriculum, differentiate instruction and provide additional remediation as necessary.

Each student's ILP will drive his/her schedules and coursework according to a combination of reading level and academic standards mastery as measured by diagnostic, formative and summative (TCAP) assessments. Further, Oxton Academy's digital learning approach, which individualizes learning based on a student's preferred modality, benchmarks progress according to Tennessee's Academic Standards as it prepares students for the TCAP.

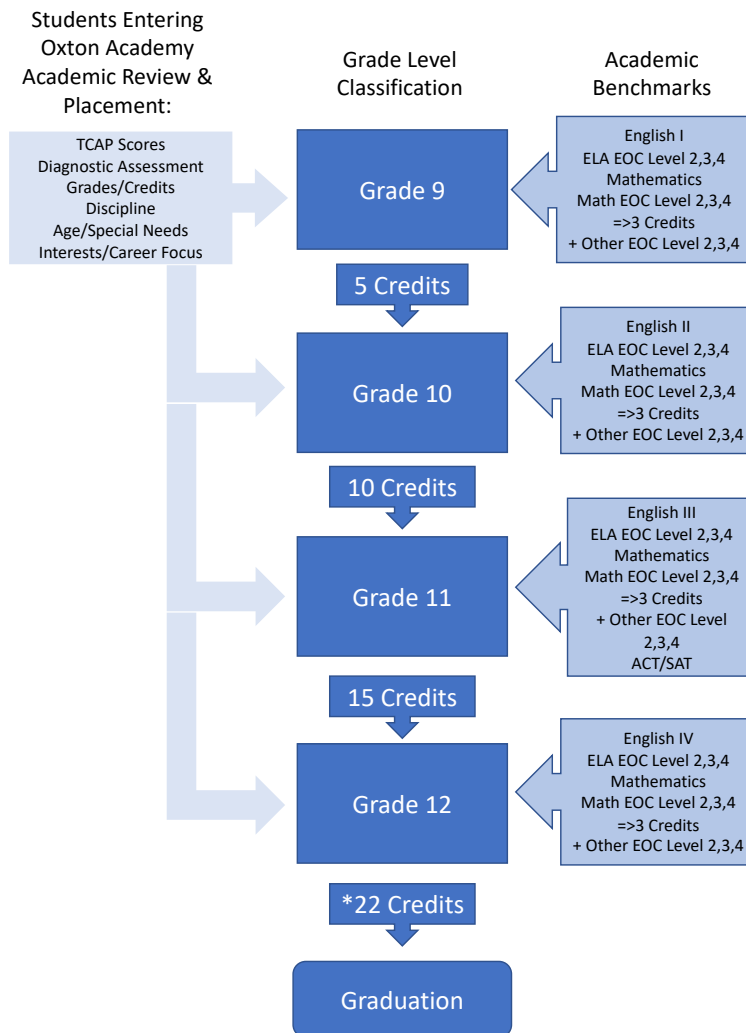
The overall academic benchmarks are the attainment of the State's Graduation Requirements included in **Chart 2**. Additionally, **Chart 2** depicts the enrollment process and benchmarking of academic progress throughout a student's tenure at Oxton Academy. Since the School offers eight classes per year, those students entering as Freshmen will have ample opportunity to graduate with their cohort.

Those students entering who are overage for their grade level classification, or who have previously left school and are returning, will follow the required benchmarks indicated and will receive remediation and acceleration as feasible to remedy any deficits. Student-specific benchmarks are a part of the individual's ILP and will vary according to those diagnosed needs. However, each student will be required to meet those State benchmarks required for graduation.

## Chart 2 – Graduation Requirements with Associated Benchmarks

**Minimum Required Credits: 22\***

- **Math:** 4 credits, including Algebra I, II, Geometry and a fourth higher level math course (Students must be enrolled in a mathematics course each school year.)
- **English:** 4 credits
- **Science:** 3 credits, including Biology, Chemistry or Physics, and a third lab course
- **Social Studies:** 3 credits, including U.S. History and Geography, World History and Geography, U.S. Government and Civics, and Economics
- **Physical Education and Wellness:** 1.5 credits
- **Personal Finance:** 0.5 credits (Three years of JROTC may be substituted for one-half unit of Personal Finance if the JROTC instructor attends the Personal Finance training.)
- **Foreign Language:** 2 credits (May be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus)
- **Fine Arts:** 1 credit (may be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus)
- **Elective Focus:** 3 credits consisting of Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement (AP) or International Baccalaureate (IB)



- (c) **Describe the most important characteristics of the academic plan, including any specific educational philosophy, instructional methods, or innovations.**

The Oxton Academy philosophy recognizes the need for high schools to facilitate life-long, continuing education that incorporates technological advancements and offers a tangible reward for completing a syllabus. However, many traditional high schools frequently fail to produce that product with a curriculum focused primarily on rote learning, limited exploration and a primarily college-bound preparation. Oxton Academy's core mission is to serve those students that require a different academic challenge, supported by a safe and nonjudgmental school environment that promotes the individual's value and dignity through discipline, responsibility and high expectations, as they pursue their high school diploma and life's ambition.

The key philosophical underpinning of the Oxton Academy program is career preparation supported by fundamental academic accomplishments. As a career preparatory academy, the School focuses on delivering the academic and foundational career skills necessary to allow students a smooth and successful transition to an actual career, where they are ready to enter the workforce immediately following graduation, or if desired, to matriculate to additional post-secondary training. All students will be afforded the opportunity to attain knowledge and proficiency necessary to prosper in their areas of interest and become qualified for high demand employment. Academics will provide structure and career interests will be used as a tool to engage and hold the student to the academic curriculum where equal focus and value shall be applied to support a comprehensive education. Integrated curriculum including job-embedded skills and an emphasis on technical reading provide the relevancy and inter-dependency of academic and career education that are often lacking in traditional programs and have been the basis for many dropouts. Moreover, many students feel overwhelmed in large impersonal high schools without the ability to connect with a supportive adult. Multiple studies around smaller learning environments have shown services such as advising, mentoring, and academic support, help to ensure that all students can achieve high standards.

Empowerment of both teachers and students is a major impetus for creating a positive school culture at Oxton Academy. While a student's K-8 education establishes the foundation necessary to support matriculation to high school, it is the actual transition itself and subsequent support structures that allow a student to succeed. Research on dropouts provides a variety of factors that influence a student's ultimate success in high school and beyond. These can be categorized into two major areas: *personal factors and institutional factors*. While both can play a significant role in student's decision to dropout, it is the belief of Oxton Academy - supported by research - that many of the personal factors can be mitigated through the flexibility of the institution, its policies and the understanding it displays.

In order to engage and motivate its students, while supporting academic proficiency as benchmarked by the Tennessee Academic Standards, Oxton Academy will create an educationally conducive learning environment for its students. Whether one chooses to use the terms "recover," "reconnect" or "re-engage," the substance of this action must be predicated not only on academic growth, but on social and personal growth, as well. If a school, its teachers and administrators do not understand this concept they are limiting the potential success of a high number of their students. All individuals, and particularly this fragile group of learners,

want to experience success. Success is a strong motivator, so by creating a school environment, which enables students to succeed in spite of previous social, emotional, or academic struggles, the most difficult challenge to this group has been addressed.

Through the use of available technologies, the school will employ a Student Information System (SIS) that compiles a variety of relevant student data including academic and behavioral history; diagnostic, norm and criterion-referenced assessments; previous IEP, 504 or ELL documentation; along with any other available student data (e.g. career or personal interest inventory results, participation in intervention programs, etc.). The system produces specialized reports highlighting individual strengths and deficits that allow teachers to appropriately tailor instruction to meet individual needs. The ILP process also helps to ensure proper placement of each student into appropriate classes and meshes with the School's managed digital curricula, which are key to generating and supporting student success at Oxton Academy.

While the National Center for Educational Statistics points to chronic absenteeism as a leading cause for students dropping out, significant research on the subject demonstrates that excessive absences are frequently the symptom rather than the actual cause. In order to create a beneficial learning environment, Oxton Academy has structured its educational program around what research has shown to be key components for successful student re-engagement programs.

**Personalized, Relevant Learning:** Students entering Oxton Academy will select one of several highly relevant and engaging opportunities that may include, but not be limited to:

- *Advanced Manufacturing/STEM* – with FANUC and Certified Solidworks certifications in robotics and automated systems
- *Arts and A/V* – with Adobe certification
- *Business Management and Administration* – with certifications in Microsoft Office Products and Google Suite
- *Education and Training* – CDA child development certification
- *Finance* – with certifications in QuickBooks
- *Information technology* - with certifications in Cisco Networks, Cisco PC Hardware & Software, Comp Cybersecurity, Comp Networks, Web Design, Microsoft Software Development, Java Script and HTML5
- *Marketing, Distribution and Logistics* – including certifications in Hootsuite, Certified Logistics, Microsoft Office

Through the expansive number of available certification areas, mostly technology-based, Oxton will select those for which there is the greatest student interest. Especially important will be the transferability of these industry certifications to a variety of employment options. This approach allows the student to begin exploring and developing requisite career skills in tandem with mastering core academics. Through an engaging curriculum, facilitated by Oxton Academy's CTE teachers, students participate in collaborative learning activities, complete projects and discover how the core content subjects support their particular avenue of interest. Opportunities for internships or apprenticeships will be sought for courses of study that directly align with local businesses for those students in upper grades, or those already engaged in a particular career



pathway.

It is the intention of the architectural team of Oxton Academy to build a school that is made akin to a workplace setting, and not a traditional school setting of concrete walls, uninviting spaces, and classrooms that have not changed much in 100 years. The team is dedicated to having students experience a college and work setting with carpeted areas, a cafeteria modeled on the comfort and familiarity of restaurants, and classrooms that have personal security and safety as their primary experience for students.

**Standards-based and Differentiated Instruction:** Since many students may enter Oxton Academy with academic deficiencies not properly mitigated before they were allowed to enter high school, the School will employ a Response to Instruction and Intervention (RtI<sup>2</sup>) approach involving pre-screening with the, State-approved, i-Ready diagnostic assessment in reading and mathematics, high-quality instruction and intervention, progress monitoring, and the use of data to make instructional decisions. The key to a successful implementation at the secondary school level includes the use of early intervention and tiered instruction to provide the necessary support structure for struggling students. Depending on the severity of need, some students may need the help of a special education instructor and be provided with specific, sequenced interventions designed to reinforce fundamental skills necessary to provide scaffolding to more complex concepts. This individualized approach can be easily managed and supported through the digital curricula Oxton Academy will employ allowing for far greater differentiation than a single classroom teacher could provide.

**Focus on Reading:** Reading plays a significant role in the educational program at Oxton Academy. Oxton Academy's philosophy of career-ready students will focus on developing those who are reading at or above grade level, with emphasis on industrial reading skills such as processing, quantitative analysis, and the ability to produce an executive summary from the materials read. Most traditional high school programs offer no formal reading classes for students who have been deemed successful readers at the middle school. However, regardless of a student's reading level, Oxton Academy will provide instruction commensurate with the student's abilities and/or identified needs especially in the critical employment areas of oral and written communication.

**Academic Support:** As stated earlier in this section, Oxton Academy's focus on helping students become successful is a result of the empowerment of both teachers and students. In addition to teachers having daily opportunities to discuss students, review data and design curriculum, students have similar opportunities to collaborate with peers via student-centered learning activities. Such opportunities include collaborative problem solving and cooperative interaction during the 85 minutes of CTE class time. Moreover, there is one additional element that is frequently overlooked in many schools because of time considerations: allowing teachers and students the opportunity to collaborate and dialog between each other. Teachers serving as student mentors or advisors have all but disappeared from secondary schools because of the strong emphasis placed on assessment and the resulting remediation efforts. However, research on academic resiliency among poor and minority students demonstrates that a strong relationship between teachers, who are willing to listen, and their students can ultimately impact student success. Oxton Academy will build on this important characteristic of successfully engaging

current or potential dropouts, allowing students to connect with a knowledgeable and understanding adult, be it a teacher and/or counselor. Each day, the schedule will allow two blocks of time dedicated to this type of interaction. Students who do not need to conference with this advisor/mentor will be free to work on projects, virtual career classes, managed software for enrichment or remediation, or complete other work. Student issues and concerns will be shared among teachers during a designated collaboration time or their daily planning time, as needed.

**Building Character:** Schools are charged with replicating the society upon which communities are based. In keeping with this charge, Oxtan Academy will utilize both career and academic curricula as vehicles to convey ethics, patriotism, and belief in the democratic process. Proper dress, conduct, and employability skills will be emphasized in instruction and in practice. A business-like environment is replicated in school operation as nearly as possible and students will be responsible for compliance through self-discipline. Expectations and rules will be clearly communicated, as well as the rewards and penalties for compliance and non-compliance. Research has consistently found that a lax learning environment, which creates a break down in school discipline, can significantly contribute to a school's dropout rate. This is especially true for average to good students who become frustrated with such learning impediments.

Citizenship may simply be defined as the possession of those characteristics required to be a productive participant in our democratic society. An effective school must integrate lessons that teach an understanding of, and develop an appreciation for, democracy and ethics. Character Education includes ethics such as justice, respect, responsibility, trustworthiness, and giving. Neither character nor ethics are produced by education alone. The school's responsibility extends into creating a school culture conducive to ethical practice and where the ethical conduct of all members of the school society, both students and staff, is an expected norm. Students attending Oxtan Academy will soon realize that they have total control over their own academic careers and through a shared responsibility model, have representation among the administrative hierarchy of the school. Fulfillment of this overall philosophy will become a cornerstone that helps to empower students and staff members and leads to success in the world of work.

- (d) **Describe current research supporting the academic plan and how the plan will drive academic improvement for all students and help close achievement gaps.**

Students who do not complete high school face economic and social challenges throughout their lifetimes. They are more likely to be unemployed, earn lower wages, have poor health, engage in criminal activity, and require public assistance. The WWC addressed these challenges in a 2017 publication aimed at reducing dropouts in secondary schools. Developed by a panel of practitioners and researchers, the publication offers school administrators four evidence-based recommendations for helping students stay in school, progress through school, and graduate high school.

1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.
2. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.

3. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.
4. For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.

Retrieved from (<https://ies.ed.gov/ncee/wwc/PracticeGuide/24>).

As discussed in its academic approach and underlying philosophy, these recommendations form the underpinnings of Oxton Academy's educational plan. In particular, the recommendation with the strongest evidence in support of impacting student success includes engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school. As such, students are prepared for a successful transition to post-secondary learning or a career.

As cited in the WWC, the Regional Education Laboratory (REL) Northwest conducted the study at the request of the Oregon Department of Education and the Higher Education Coordinating Commission to provide a clear understanding of the state's evolving CTE landscape. Using data from 2007/08 through 2017/18, the study describes the CTE programs offered at public high schools during this period, the students who participated and persisted in these programs, and the postsecondary educational and workforce outcomes CTE graduates achieved. Researchers found that secondary CTE participation was positively related to on-time high school graduation; specifically, students who concentrated in a CTE program of study were 25 percent more likely to graduate high school in four years than those who did not. Earning a secondary CTE credit in Oregon was also positively related to higher annual earnings. These findings were consistent with a 2019 US Department of Education national study which found that career and technical education (CTE) provides an important pathway to success for high school students and offers each student opportunities to personalize his or her education based on their career interests and unique learning needs (<https://www2.ed.gov/datastory/cte/index.html>).

Additional 2019 research from the *College Quarterly* on rethinking business communication skills education retrieved from <https://eric.ed.gov/?id=EJ1221461> calls for a reexamination of the kind of transferable business communication skills that new graduates require as they enter the workforce. Market needs are studied as the focal point for developing relevant exercises to train towards workplace communication competence. A benchmark of Oxton Academy's success will be the successful infusion of oral and written communication within its academic and CTE content.

A 2017 national review of CTE programs across all 50 states and Puerto Rico (<https://goodjobsdata.org/wp-content/uploads/Good-Jobs-States.pdf>) showed the top three most prevalent career clusters in the nation's high schools were: (1) Arts, Audio-Visual Technology, and Communication; (2) Business Management and Administration; and (3) Health Science. The percentage of high school concentrators within these career clusters in Tennessee were 6%, 7% and 22% respectively. Two of these three career clusters will be offered at Oxton Academy.

Over the past decade, there has been greater recognition by educators, employers, and policymakers of the importance of behavioral skills and navigation factors (e.g., dependability,

cooperation, interests, and goals) for education and career success. A growing body of research shows that these factors contribute to diverse positive outcomes in both education and workforce settings. In addition, recent legislation (Every Student Succeeds Act, 2015) provides states with the flexibility to include a non-academic indicator (in conjunction with traditional academic achievement indicators) when measuring K–12 student progress and success, calling attention to the role of non-academic factors in contributing to educational outcomes. These factors are also important to employers. Surveys of employers indicate an increased need for employees with a range of behavioral and navigation skills that influence work outcomes. Retrieved from <https://eric.ed.gov/?id=ED583586> (2017).

Students returning to high school after dropping out face even more challenges than those struggling to remain in school. In addition to those factors that initially contributed to the student dropping out, there are compounding issues of acceptance and ostracism from both students and teachers (Sparks, 2013). The author also cites that among the strongest support mechanisms, obtained from interviews with actual recovered dropouts is a connection with one or more teachers who actually get to know them. This important aspect of student engagement will be facilitated through Oxton Academy’s small school environment that reinforces a sense of connectedness. A previous investigation by Borman and Rachuba (2001) who studied the academic risk and resiliency of almost 4,000 students had similar findings. Institutional characteristics clearly identified that a safe and orderly school environment combined with positive teacher-student relationships were characteristics that mattered most.

In a study by the Boston-based Rennie Center for Educational Research and Policy (2012) found that among former Boston dropouts, 72 percent of those who re-enrolled through a re-engagement center were still attending more than a year later, compared with only 54 percent who came back directly to a traditional high school. This will be the niche that Oxton Academy will fill for dropouts and current disenfranchised students.

A review of more than ten years of research on dropout prevention (Kerka, 2006) reveals a very consistent set of indicators, which correspond to the Oxton Academy’s educational plan. These research-based indicators will become the foundation on which to strengthen the students’ understanding of the connection between education and job opportunities:

- Creating small schools with smaller class sizes;
- Incorporating personalization by creating meaningful personal bonds between students and teachers and among students;
- Offering of individual assistance (academic and behavioral);
- Focusing on helping students address personal and family issues through counseling and access to social services;
- Connecting students to an attainable future;
- Creating a formal counseling component that incorporates attention to personal issues along with career counseling and life-skills instruction;
- Framing a structured environment that includes clear and equitably enforced behavioral expectations;
- Providing opportunities for success in schoolwork;

- Monitoring (target the occurrence of risk behaviors, regularly collect data and measure effects of timely interventions);
- Problem-solving skills (developing capacity of students to solve problems and enhancing skills to meet the demands of the school environment);
- Making the most of instruction including providing opportunities for professional development, exploring diverse learning styles, using technology to deliver instruction, and providing individualized learning.

Personalized learning can be manifested in a variety of ways. However, most educators, researchers and policy-makers agree that some degree of personalization is a sound approach to educating students in today's world. At Oxtan Academy, this takes the form of differentiation among students enabled by a digital curriculum, an available adult to guide student progress and the creation of a specific learning plan unique to the individual. The ability to tailor instruction and/or provide the necessary support structures is highly beneficial and desirable. A University of California San Diego/West Ed study (McClure, Yonezawa & Jones, 2011) concluded that schools pay too little attention to the importance of personalization. The study found that student attitudes about personalization, connectedness, and advisory *were* significantly related to academic outcomes. In particular, challenging secondary school environments, like those in low-income neighborhoods, can benefit from the personalization or connectedness of teachers and students. Further, there is a growing awareness that disengagement or a lack of connectedness is a major contributor to students dropping out of school. Study data from the (Austin, Bates & Duerr, 2011) showed that, as the percentage of students who score high in having caring relationships with an adult at the school increased, so did gains one year later in reading, language, and mathematics on SAT test scores. Similar findings were previously reported highlighting the growing importance of personalization in student expectation and accountability (Wallach et al, 2006).

Reading fluency in older students is often attributed limited vocabularies (sight words) coupled with an efficient phonics background to address new words (Torgesen & Hudson, 2006). However, if these students receive powerful and appropriate reading interventions, many can become accurate readers. To accomplish this, there is almost universal agreement that both content-area teachers and reading specialists must be involved in the remediation process (Torgesen, Houston and Rissman, 2007). Oxtan Academy will adopt a comprehensive content-area approach, monitored by the Classroom Walk-Through (CWT) process to engage students in becoming better readers. This process includes:

1. **Comprehension strategies.** Instruction and supporting practice that improves the use of effective reading strategies before, during, and after reading. Explicit vocabulary instruction and the use of contextual clues combined with comprehension strategies are behaviors students can consciously apply to improve their understanding and learning from text. This among the others is supported by strong evidence from the WWC, 2008, for effective adolescent classroom instruction. ([https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit\\_pg\\_082608.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf))
2. **Discussion.** Opportunities for deeper, more sustained discussion of content from text. Extended discussions of text can be facilitated by the teacher, or can occur as structured

discussions among students in cooperative CTE learning groups. This also provides added support for oral communication, a requisite employability skill.

3. **High standards.** Setting and maintaining high standards for the level of text, conversation, questions, and vocabulary reflected in discussions and in reading and writing assignments.
4. **Reading-writing connection.** Strengthening the reading-writing connection to improve student opportunities to reflect on the meaning of text and receive feedback on their reflections.
5. **Motivation and engagement.** Creating more engaging and motivating classrooms, and interacting with students in a way that promotes internal motivation for reading. Students will learn to process text more deeply if their reading is relevant to their lives and they are pursuing meaningful learning goals in an atmosphere that supports their initiative and personal choice.
6. **Content learning.** Teaching content knowledge to ensure learning of the most essential concepts by all students, even those who struggle to read the textbook. Teachers will use instructional methods, such as graphic organizers or concept comparison routines, that deepen understanding and show students better ways of learning new content on their own.

Since reading is such a critical component of learning in academic and career coursework, an added support for struggling students will include the use of RtI<sup>2</sup>. The six-step process shared above will serve as a developmentally appropriate set of constructs that will work for high school students across subject areas and intervention levels (Duffy, 2007). A hallmark of the RtI<sup>2</sup> approach is that it focuses on student outcomes that may help increase accountability for all learners within the general education setting. It promotes collaboration among not only general education teachers and special education teachers, but also among teachers of English language learners, administrators and parents. The close progress monitoring required of RtI<sup>2</sup> has the potential to reduce the number of students incorrectly identified as having Learning Disability (LD) when they may be struggling due to cultural differences or poor instruction (Cortiella, 2005). Moreover, in consideration that data plays such a pivotal role in this approach, Oxton Academy's ability to capture and analyze data will be reflected in its strategic use among teachers, students and parents.

- (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.**

Serving students in grades 9-12 and driven by individual learning plans, the Oxton Academy curriculum will continuously reflect high quality blended instruction and implement evidence-based strategies, innovations and activities that facilitate achievement for all students. All instruction will occur in a classroom setting through direct instruction, or facilitated by a certified and licensed teacher. While the maximum class size will be 25, the preferred pupil/teacher ratio will not exceed 20:1 in core academic classes for the purpose of providing increased individualization and personalization. Most courses will be delivered digitally through Apex Learning with certified teachers present to guide the instructional process, monitor

progress in real time and provide face-to-face support for individual or small groups of students. In-depth copies of Apex academic coursework and additional CTE coursework aligned to the Tennessee Academic Standards, have been included in **Attachment X**.

**Reading/Language Arts/Writing:** Oxton Academy’s English/Language Arts (ELA) program, inclusive of reading will be two-fold. Most ELA coursework will be delivered through Apex Learning with specific intervention classes delivered by a certified teacher as needed. Intervention classes will implement the following: structured independent reading time as needed to foster technical vocabulary and fluency development, reciprocal teaching, CRISS (Creating Independence through Student-owned Strategies), book sharing, cooperative strategies, graphic organizers, marginal note-taking, and will include reading strategies as an integral part of professional development for all teachers; and encourage family literacy practices.

Technical reading at various performance levels is a strategic component of Oxton Academy’s reading program. Through the use of high-interest material, aligned to their career pathways and offered at various reading levels, students begin to develop a stronger vocabulary, supported by a more in-depth comprehension of what they are reading. Through this approach, aided by digital curricula and interventions, both reading and CTE teachers are able to help students visualize how reading is integral to their preferred career pathway. Unlike the other content blocks on the students’ schedules, reading may be delivered throughout the school year as necessary.

The task of differentiating instruction for struggling readers can be difficult to manage at the secondary level. However, the use of digital content can provide safety nets for students who have fallen behind. This includes ongoing diagnostic and prescriptive formative assessment that informs teachers how individual students are progressing in real-time. Learning improves when assessments are used to formatively guide instruction. For greatest effectiveness, formative assessment is embedded within the context of lesson activities, not the result of a several-times-a-year assessment. The data that ongoing assessment delivers will provide teachers with an effective method for monitoring academic progress and pinpointing student needs.

The implementation of evidence-based strategies can improve students’ ability to read and understand complex, grade-level texts. Students who lack reading proficiency need help understanding individual words and, most importantly, broader reading comprehension. Several evidence-based, classroom practices are proven to effectively improve reading achievement, including:

- Providing explicit vocabulary instruction.
- Providing direct and explicit comprehension strategy instruction.
- Providing intensive and individualized interventions for struggling readers.
- Increasing student motivation and engagement in literacy learning.
- Reading a variety of texts and analyzing them across a variety of disciplines.
- Building background knowledge through exposure to rich content.
- Teaching students, through modeling and direct instruction, to monitor their comprehension while reading.

For struggling students, motivation is critical to help them reach grade level proficiency. Engagement increases when a perceived challenge and a student's skillset are in balance, instruction is relevant, and the learning environment is within their control. Students need instructive feedback when they struggle and immediate feedback when they succeed. Providing content that is relevant, interesting, and instructionally sound can help keep adolescent students interested and motivated to learn. Moreover, when instruction and feedback on success directly tie to State standards and assessments, there is no longer a disconnect as frequently seen when schools use several disparate programs.

These evidence-based practices provide a path to help below proficient readers find success in grade-level instruction. Of all the school-related factors impacting student performance, evidence-based instructional materials matter most. By implementing these evidence-based practice, the School can effectively utilize its digital curriculum to place more below proficient readers on a trajectory for academic success.

Instruction in English I, II, III, and IV will continuously emphasize fundamental functions of language along with oral and written communication. The content will include, but not be limited to, the study and interpretation of traditional and contemporary literature, application of the writing process, formal grammar and usage in preparation for TCAP Assessments (as applicable) and the effective use of speaking and listening skills, higher-order reading skills and study skills enabling success in school and beyond when entering the world of work. Oxton Academy will provide students numerous opportunities to write within each content area in various modes, including, but not limited to, expository, persuasive and narrative. Writing is also a major component of many CTE assignments, helping students convey an understanding of their work in a clear, concise manner.

**Mathematics:** With a focus on increasing the level of rigor, coherence, and clarity, and to remain competitive with national and international measures of student achievement, Oxton Academy will implement the Mathematics and the objectives from the state course code descriptions for mathematics content in Algebra I and II, Geometry and Integrated Math as the base for instruction. The mathematics program will also incorporate the National Council of Teachers of Mathematics (NCTM) *Focus in High School Mathematics: Reasoning and Sense Making* Curriculum and (.5) credit of Personal Finance. These are especially relevant in preparing students to face the economic and workforce challenges of an increasingly global, technological society by helping them apply mathematics in a variety of contexts, including their future lives as responsible citizens.

This comprehensive approach to instruction integrates the five areas of math (numbers and operations, measurement, geometry, data analysis and algebra). The curriculum includes the use of manipulative-based activities, models, pictures and symbols to communicate mathematical ideas and demonstrate their applications. Oxton Academy endorses the NCTM's belief that in order for students to receive a high-quality mathematics education, they must understand the need for mathematics in everyday life. In addition, the school will seek teachers who, besides being content experts, are also able to make the connection between the mathematics content and process standards within the curriculum. Moreover, proper delivery of instruction drives academic success when teachers know the learners, know their resources, and are aware of the



strategies needed to improve student learning. As with reading, the delivery of mathematics instruction will include determining students' current mathematical skills, matching instructional strategies and assessments to the objectives, and planning instruction that is appropriate and challenging to students at all levels. This includes the integration of science, STEM and other career focused activities through inquiry-based learning, which help students comprehend how mathematics is applied in real-life situations. Like reading, CTE teachers continually demonstrate how both mathematical and science concepts are embedded within many of the career pathways, especially those that are technology based. For courses in computer science foundations, students must demonstrate an understanding of electrical circuits and devices, and relate to the physical laws (such as Ohm's Law and power laws) that govern behaviors of electrical circuits and devices. They must accurately apply these physical laws to solve problems such as, calculate the resistance of a DC circuit with a given DC voltage and current. Likewise, the mathematics and science instructors incorporate similar examples provided by the CTE teachers to bring stronger relevance to those foundational courses. The use of algorithms and guiding formulas in algebra class show how strongly mathematics is related to computer programming.

Furthermore, the School will consistently monitor the mastery of the Tennessee Academic Standards in order to ensure mathematics instruction is provided in a sequential, consistent, and challenging format. Through the use of its Student Information System (SIS), the Oxton Academy standards-based instructional model will continually inform students of their progress while helping them gain a deeper understanding of content rather than a broader base of knowledge. Teachers have the ability to support students as necessary and to structure the mathematics block to leverage time in the most appropriate manner.

**Science:** The Science curriculum is aligned with the *Tennessee Academic Standards* for Science and the content standards of the National Science Education Standards, while incorporating TCAP test item specifications, as applicable, in content delivery. The purpose of the science program is to provide students with a broad knowledge of scientific concepts while securing a solid foundation for students to pursue postsecondary education as applicable. The science curriculum content includes a combination of direct and inquiry-based, learning activities. It is important to provide students with foundational information and skills in a more formalized learning environment in order to set the stage for more independent, discovery learning.

Instruction will include Biology I with two additional choices (including Chemistry or Physics and a third lab course) resulting in a minimum of three science credits. Each area will emphasize the important role science plays in both acquiring a new body of knowledge and mastering a scientific approach to problem solving. Students will be engaged in science inquiry, constructing an understanding of science concepts through their own investigations and analyses using laboratory equipment. Science instruction at the school will be riddled with questions designed to stimulate higher-order thinking by students. Instructors will promote discussion about the increasingly international context of scientific activity, its impact and limitations, and the continuous evolution of scientific knowledge. Further, the integration of mathematics is an essential aspect of the problem-solving process and plays a pivotal role in addressing interdisciplinary activities. Reinforcement of this interdisciplinary approach through the pairing of science and mathematics blocks of time in the same semester allow sufficient

time for any number of student-centered activities to occur in an uninterrupted setting. Moreover, the limited number of courses offered each semester promotes a more intense learning environment for students to master science standards that may have eluded them during their previous school experience.

Digital teaching strategies will emphasize active learning, both individually and in groups. Students will be introduced to problem solving, communication, and reasoning through experiments, modeling, investigations, and real-world STEM applications. The integration of technology for blended learning class presentations, independent research, virtual lab experiments and student-developed presentations promote a highly engaging and motivational experience for students.

**Social Studies:** The overarching goal of social studies instruction at Oxton Academy is to prepare students to be knowledgeable, informed, and active citizens in an increasingly diverse community, nation and interdependent world. To this end, the social studies program promotes civic competence and ensures that the values and ideals that have shaped our democratic nation continue to be instilled in our youth. In addition to addressing the *Tennessee Academic Standards for Social Studies*, the Oxton Academy social studies program will incorporate many aspects of the school culture and student empowerment. Following governmental protocols, students elect peers to represent them on the Oxton Academy Council, composed of faculty, students and administration. This body oversees the safe and civil operation of the school with a focus on continuous quality improvement. This process provides students with a practical application of many social studies standards and is recommended by the National Council for the Social Studies.

Students shall complete three credits of Social Studies. The content of the social studies courses will be consistent with Tennessee Academic Standards and with admissions requirements of Tennessee public institutions of higher education. Required courses include United States History and Geography, World History and Geography, Economics, and United States Government and Civics. In order to meet the Social Studies course credit requirements to earn a full diploma upon graduation from high school, each student must take and pass the CMCSS civics test pursuant to T.C.A. § 49-6-408.

Oxton Academy will also strive to take advantage of the natural correlation of language arts and social studies to offer both blocks during the same semester. Through interdisciplinary instruction, students implement guided/independent writing activities with a focus on the comprehension of social studies concepts. These concepts will be further explored through the debate process, helping students build and strengthen research and public speaking skills. Teachers will be trained to look for the overlap of science and mathematics standards in social studies instruction. This overlap provides teachers with an opportunity to either introduce or reinforce select standards and show students how education and the world are truly integrated.

**Electives:** Due to its limited enrollment, Oxton Academy will also limit its elective offerings to focus primarily on career preparation. These CTE courses will be primarily delivered in a traditional classroom setting with embedded opportunities for experiential learning. Apex Learning may be used to supplement a particular pathway, should relevant courses be available

in their catalog. The School will also take advantage of waiver opportunities to expand each student's CTE focus and attainment of industry certification(s) per Policy 3.103. Per T.C.A. Statute 49-6-1010, every candidate for graduation shall have received a full year of computer education at some time during the candidate's educational career. Since most of Oxton Academy's elective offerings align themselves with this requirement, only students who have not previously taken such a course, or are not pursuing certifications in a technology-based pathway will need to complete it. The career pathway offerings at Oxton Academy may include several of the following (based upon student interest and focus):

- 3.1 Computer Literacy
- 3.2 Advanced Placement Computer Science Program
- 3.6 Computer Applications
  
- 14.2 Digital Electronics
- 14.3 Introduction to Electromechanical
- 14.5 Mechatronics I
- 14.6 Mechatronics II
  
- 17.3 A/V Production I
- 17.4 A/V Production II
- 17.5 A/V Production III
- 17.6 Digital Arts & Design I
- 17.7 Digital Arts & Design II
- 17.8 Digital Arts & Design III
  
- 18.1 Advanced Computer Applications
- 18.2 American Business Legal Systems
- 18.3 Business & Entrepreneurship Practicum
  
- 18.4 Business Communications
- 18.5 Business Economics
- 18.6 Business Management
- 18.7 Computer Applications
- 18.8 Introduction to Business & Marketing
  
- 19.1 Early Childhood Education Careers I
- 19.2 Early Childhood Education Careers II
- 19.3 Early Childhood Education Careers III
- 19.4 Early Childhood Education Careers IV
  
- 20.1 Accounting I
- 20.2 Accounting II
- 20.3 Banking and Finance
  
- 25.1 Cabling and Internetworking
- 25.2 Coding I

- 25.3 Coding II
- 25.4 Coding Practicum
- 25.5 Computer Science Foundations
- 25.6 Computer Systems
- 25.7 Cybersecurity I
- 25.8 Cybersecurity II
- 25.9 Cybersecurity Practicum
- 25.10 IT Clinical Internship
- 25.11 Mobile App Development
- 25.12 Networking
- 25.13 Web Design Foundations
- 25.14 Web Site Development
- 25.15 Web Design Practicum

28.29 Robotics and Automated Systems

Students shall also complete one (1) credit in wellness and one-half (.5) credit in Physical Education as follows:

- 6.1 Physical Education
- 6.2 Health Education (See **Attachment X**)
- 6.3 Wellness

- (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?**

Through the use of its SIS and ILP development process, Oxtan Academy will systematically identify and categorize student needs. So, whether an incoming student is in need of specific IEP services or reading decoding skills, an appropriate educational plan is developed. The Oxtan Academy flexible block schedule and digital curricula empower the faculty to differentiate instruction and provide other remediation or enrichment services as necessary. Further, teachers have the ability to assist individual or small groups of students under their purview and adjust the configuration of their content blocks to optimize curriculum delivery. A progress -monitoring plan that involves frequent student conferencing provides the underpinnings for student empowerment. Students will be encouraged to meet with teachers or counselors during *advisement time*, which occurs daily, to obtain assistance or to share a concern.

Students identified below grade level in any given area will have targeted tutoring and/or digital tutorials as a requirement of their ILP with weekly progress reports to track improvements. In order to meet the diverse needs of our students, tutoring will be delivered by teachers and digitally through prescriptive technology and virtual instruction, or by volunteers during the *advisement time* and/or embedded into a content block. This may include one-to-one support, small groups or an entire class depending on circumstances. With a larger block of time, teachers have a greater opportunity to get know their student's diverse identities and to provide an increased level of personalization.

To further support the Oxton Academy approach, research from a panel of six experts examined 21 research studies on dropout prevention interventions that met evidence standards or standards with reservations (Dynarski, Cobb, Finn, Rumberger, & Smink, 2008). Based on a review of these studies, the panel identified key components of each intervention and identified features that were common to multiple interventions. The panel then developed six recommendations for reducing dropout rates. Among the six were two important tenets of the Oxton Academy approach to its instructional methods and the way its curriculum will be presented. Both were found to have a more significant impact than most of the others. These were the *creation of a personalized learning environment and related instructional processes* and the *implementation of rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and succeed after they leave school*. The related strategies supporting these two areas included the student-centered approaches of problem and project-based learning.

Oxton Academy's program will also horizontally align courses to capitalize on opportunities to cross connect core curricular elements and enhance the learning experience with a *real world* approach designed to help motivate students and promote a stronger career focus. By integrating the practices of Understanding by Design, High Schools that Work, Differentiated Instruction, and several of the other tenets of the Oxton Academy approach, students will be able to develop interdisciplinary, individualized, and career-based projects to help demonstrate mastery of the Tennessee Academic Standards. Research in this regard (McTighe and Seif, 2003) has confirmed the effectiveness of these strategies inclusive of:

- A **challenging curriculum** designed to equip students to think analytically, to reason, judge and balance opposing viewpoints. Such a curriculum supports the use of knowledge to solve problems; use academic and technical content and processes to complete tasks typical of those found in the workplace and community; and construct new meanings and understandings from information and ideas.
- **Teaching for understanding** provides challenging situations in which students test their knowledge by solving problems, building products, and giving performances or writing reports that synthesize thorough analysis of a topic, a concept, or an idea.
- **Teaching in a meaningful context** provides a way to apply academic learning to important 'real-world' problems and helps students "see meaning and purpose in their studies.
- **Setting clear performance standards** so that assessments of learning are based on clearly stated standards that require students to demonstrate their understanding of new knowledge and skills. In this type of assessment, students use their knowledge to address a problem or an issue similar to ones encountered in a career field.

Another important dimension of the Oxton Academy's curricular approach to instruction involves the use of technology. While the significance of technology is clear in the realm of the delivery, the analysis of assessments and in the continual monitoring of academic progress, it will also serve both students and teachers in the delivery and mastery of standards-based content. Computer instruction and tutorials can produce very favorable results especially in natural and

social science instruction where computer-generated examples and models help students better relate to core concepts and their correlating standards. Effects of tutorials on test scores in a meta-analysis of studies were large enough to be considered educationally meaningful and were also unusually large for field studies in education. Tutoring effects on student attitudes toward instruction and science were also large. Evaluation studies suggest that student attitudes go up dramatically when students receive their instruction from computer tutorials (Kulik, 2002).

A further example of how Oxton Academy's curricular approach can impact the targeted population is in a study of learning-disabled secondary students who were reading three to four grade levels below placement. These students were shown to lack decoding and word recognition, essential to fluency and comprehension. Through the use of hypertext Web links to deliver a supported reading comprehension environment that included interactivity and multimedia, comprehension instruction was shown to effectively motivate and teach readers to learn and to use comprehension strategies that were of benefit (Rose and Dalton, 2002). This approach is also grounded in Universal Design for Learning theory (UDL), which focuses on the need for instructional methods and materials that provide students a flexible system of supports for both access and learning. An important benefit of designing for diversity is that all users tend to benefit from the results.

While there has been debate over the ability of classroom teachers to adequately differentiate instruction, there is also strong evidence that this can be more easily attained through the use of student empowerment and technology. Giving students choice, some education experts argue, may be as important as deciphering ability levels before differentiating. In particular, this allows high school students to practice the critical thinking and problem-solving skills needed in the current economy. Further, when combined with putting content on computers and having the teacher adjust the software settings to suit student-learning goals, rich programs can be implemented (Pappano, 2010).

Finally, at-risk and disenfranchised learners, who have endured negative experiences with a traditional approach to learning can clearly benefit from Oxton Academy's student-centered design. Through its digital curricula, students can progress at their own pace and will have opportunities to recover credit pursuant to Part VII of Tennessee's High School Policy 3.103 in concert with the authorizer's rules and processes. The safe, small-school environment is also conducive to many students who feel overwhelmed or ostracized by larger, impersonal high school settings.

**(g) Explain how the academic plan aligns with Tennessee's academic standards.**

Oxton Academy's academic plan and course content aligns well with the Tennessee Academic Standards. All instruction, whether delivered directly by classroom teachers, or through the digital curricula is based upon and aligned with these standards. Apex Learning adjusts each of its courses to comply with State requirements, content and academic standards. Ensuring alignment requires a couple of key components from quality providers, including Depth of Knowledge Certification and Understanding by Design.

*Depth of Knowledge Certification:* It has become the industry standard for education content providers to offer standards-aligned content, and partnering with the WebbAlign Depth of

Knowledge Framework (DOK) Partner Certification validates the process for ensuring rigor, alignment of curriculum and content to learning standards. Through a study of standards, DOK develops a deep understanding of both the rigor — complexity of thinking — and difficulty — degree of “hardness” — needed for students to perform to standards on high-stakes exams.

*Understanding by Design*: Following DOK alignment, Apex designers use Understanding by Design, or Backward Design, to build an effective and rigorous curriculum that is within reach for every student. This means determining if students have mastered the standards being tested and designing the targeted assessment around it. The curriculum and instruction should then be built to prepare students to meet a specific requirement. Lessons should be designed for the assessment, and the curriculum should be built to meet the standards being assessed. The following excerpts from the Apex Course Guides show direct alignment to the Tennessee Academic Standards in core English and elective CTE offerings:

## English I

### 1.ELEMENTS OF LITERATURE 1

#### IMAGERY

- 9-10.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- 9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- 9-10.W.T T P.3.f Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

#### FIGURATIVE LANGUAGE

- 9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- 9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- 9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

#### THEME

- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.
- 9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

## Accounting I

<i>TN Standards: Key Business Processes</i>	<i>Apex Course Framework</i>
8) Explore cash control systems and evaluate the importance of these systems to the security and stability of a business. Outline and demonstrate the steps for maintaining a checking account, including properly writing checks, tracking the check book balance, and reconciling that balance with the bank statement. Practice journalizing NSF (Not Sufficient Funds) checks, bank fees, and business credit card fees.	UNIT 4: WHAT ARE INTERNAL AND CASH CONTROLS? Lesson 1: Internal and Cash Control Lesson 2: A Closer Look at Cash Controls  UNIT 7: PAYABLES AND RECEIVABLES Lesson 1: Accounts Receivable Lesson 2: Accounts Payable
9) Compare and contrast different means of paying employees, evaluating which methods provide the best motivation to reach company goals. Establish a complete payroll system, including reviewing various means of tracking hours worked, completing a payroll register, preparing an employee earnings record, and cutting employee checks. Journalize and post for each account affected in the process.	UNIT 8: PAYROLL Lesson 1: Employee Payroll Lesson 2: Payroll Taxes and Reports  UNIT 9: ACCOUNTING FOR CORPORATIONS Lesson 1: Accounting Across Different Business Types Lesson 2: Accounting for Corporations
10) Use the federal tax tables published by the Internal Revenue Service (IRS) to calculate the correct tax withholding for each employee, justifying the selection. Journalize and post to reflect the payment of the ongoing payroll liabilities, including Federal Income Tax, Social Security and Medicare taxes, Medical Insurance, and any other withholdings.	UNIT 10: FINANCIAL STATEMENT ANALYSIS I Lesson 1: Understanding Financial Statements Lesson 2: Preparing Financial Statements I  UNIT 11: FINANCIAL STATEMENT ANALYSIS II Lesson 1: Preparing Financial Statements II Lesson 2: Analyzing the Financial Statements

Additional examples of alignment with State Standards and content may be found at <https://www.apexlearning.com/catalog> and in **Attachment X**.

- (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.**

Oxton Academy plans to use Apex Learning as the primary core curriculum, with Apex providing several additional CTE courses and supplemented with State intervention courses (as needed) delivered through direct teacher instruction. These supplemental courses include:

- 1.1 Special Education Intervention
- 1.2 Tier II English Language Arts
- 1.3 Tier III English Language Arts
- 1.4 Tier II Mathematics Intervention
- 1.5 Tier III Mathematics Intervention

All Apex courses are aligned to Tennessee Academic standards and provide students a significant level of individualization, which our targeted student population requires. Oxton Academy plans to recruit students for whom a traditional high school program does not work.



These students are struggling in their current high school, or have already dropped out finding their assigned school did not meet their diverse needs. No single teacher can adequately differentiate instruction to meet the needs of Oxton Academy's diverse student population. Therefore, the classroom teacher will take on the role of facilitator, tutor and mentor while overseeing students interact with content uniquely aligned to their learning style and reading level. Further, the Apex curricula provides a variety of engaging delivery methods, that an individual teacher could never compile to serve as learning models or examples. Computer instruction and tutorials can produce very favorable results especially in natural and social science instruction where computer-generated examples and models help students better relate to core concepts and their correlating standards. Effects of tutorials on test scores in a meta-analysis of studies were large enough to be considered educationally meaningful and were also unusually large for field studies in education. Tutoring effects on student attitudes toward instruction and science were also large. Evaluation studies suggest that student attitudes go up dramatically when students receive their instruction from computer tutorials (Kulik, 2002).

The teacher/facilitator role is important to help the students connect their academic learning to their career focus. Thus, demonstrating how academics provide the underpinnings of a successful career. The digital curriculum provides teacher flexibility that supports a much more differentiated approach necessary to address students with divergent needs. This allows instruction to be delivered according to functional level and need in a small, personalized learning environment. For example: students in a mathematics block may be taking algebra I, algebra II, or an algebra credit recovery through the digital curriculum and delivered according to their respective learning style. A teacher, certified in algebra, is there to provide help, direction and tutoring as needed to one or a group of students. The digital curriculum also provides the teacher with real time feedback on student progress, which allows the teacher to vary the presentation methods offered and/or pull students aside for a directed learning activity.

Oxton Academy's curricular approach can also positively impact a subgroup of the targeted population, A study of learning-disabled, secondary students who were reading three to four grade levels below placement, were shown to lack decoding and word recognition, essential to fluency and comprehension. Through the use of integrated software to deliver a supported reading comprehension environment that included interactivity and multimedia, comprehension instruction was shown to effectively motivate and teach readers to learn and to use comprehension strategies that were of benefit (Rose and Dalton, 2002). This approach is also grounded in Universal Design for Learning theory (UDL), which focuses on the need for instructional methods and materials that provide students a flexible system of supports for both access and learning. An important benefit of designing for diversity is that all users tend to benefit from the results.

While there has been debate over the ability of classroom teachers to adequately differentiate instruction, there is also strong evidence that this can be more easily attained through the use of student empowerment and technology. Giving students choice, some education experts argue, may be as important as deciphering ability levels before differentiating. In particular, this allows high school students to practice the critical thinking and problem-solving skills needed in the current economy. Further, when combined with putting content on computers and having the teacher adjust the software settings to suit student-learning goals, rich programs can be

implemented (Pappano, 2010). The digital curricula can also assess learning gains in real time and provide students, teachers and parents with timely achievement updates correlated to State standards.

The WWC published evidence-based recommendations (2017) on reducing dropouts in secondary schools. Developed by a panel of practitioners and researchers, the publication offers school administrators four researched strategies for helping students stay in school, progress through content, and graduate high school. Retrieved from (<https://ies.ed.gov/ncee/wwc/PracticeGuide/24>). Driven by digital curricula, each of these aligns to the approach that Oxton Academy will take to close the achievement gap of its disenfranchised learners.

1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.
2. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
3. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.
4. For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.

In the Apex Learning digital curriculum, the instruction and evaluation is constructed around a taxonomy of knowledge, in which different types of understanding are targeted by specific activities and assessments. A spiraling technique of gradually exposing students to a range of ideas related to a single concept helps students effectively build on prior knowledge, facilitating their ability to apply what they have learned to new concepts. This is accomplished through the use of activity types, each suited for the type of learning at hand, that are presented in increasing depth.

Critical thinking, problem solving, and questioning are integrated into all courses to support engagement and active learning. Students observe, inquire, confirm, connect, and create as they organize information and build knowledge in Apex Learning lessons. There are frequent opportunities to check one's understanding, empowering the learner to look back or ahead and control their own progress. Each Apex Learning course is carefully crafted with a predictable, consistent, and coherent unit-lesson-activity structure to facilitate use by teachers and support for learners. This clearly presented content is helpful for adolescent learners.

Objectives are presented in ways that tap the interests of learners and effectively use technology to involve and challenge. Heeding research on active learning, anticipatory frames focus students on what they need to know and do in the units and lessons. "Big questions" and conceptual frames trigger students' curiosity and elicit their initial thoughts about the principal ideas. Not only do students anticipate what is coming and what is expected of them, but with the digital platform, the objectives also remain transparent, a click away wherever students are in the lessons. Having a window on the overall learning process improves students' progress toward the goals.

**Direct Instruction:** Direct instruction components in Apex Learning lessons often lead with real-world examples and with challenging questions to make the content inviting and relevant for adolescents. As students learn academic content with Apex Learning digital curriculum, they are supported with scaffolded instruction that effectively uses research-based reading and comprehension strategies—including questioning, advance organizers, summarizing, and note taking—with instructional supports available as needed to provide extra support. These active reading strategies deepen connectedness of text both online and in print.

To deepen engagement and understanding, students commonly use processes such as guided inquiry, the scientific method, and reading, writing, and problem-solving processes. Because Apex Learning curriculum is digital, the online platform seamlessly provides these instructional supports and offers benefits for comprehension over traditional instruction.

Once students are familiar with content, they have opportunities to test their understanding of what they have just learned with embedded self-assessments. Self-assessments come in a variety of formats including checkup activities, self-check games, and interactive assessments. Students get immediate corrective feedback that informs them about their understanding.

Metacognition—actively self-monitoring learning and understanding—develops as students take control of their progress through the lesson. They can move ahead when content is mastered or revisit the previous instruction, drawing on appropriate embedded supports and requesting teacher guidance as needed. Knowledge is deepened at strategic points throughout each lesson with practices, labs, journals, readings, discussions, explorations, and projects.

**Constructed Practice:** Practice activities help build fluency and target written communication and analysis. Labs provide practice with scientific methods, lab procedures, science terminology, and data analysis. Discussions offer asynchronous forums for students and teachers to build on one another’s understanding and develop communication skills. Explorations are inquiry-based activities that invite students to explore alternative points of view or to go into more depth on a topic, often by searching in vetted websites. Journals encourage reflection, and in some cases analysis, as students evaluate their personal perspectives and relate them to concepts or apply their original insights to close reading. Projects are individualized extensions of learning.

**Chunked Instruction with Frequent Formative Feedback:** Frequent self-checks are designed to allow students to demonstrate understanding across the taxonomy—but the focus is on recalling, explaining, using, and differentiating. Computer-scored assessments have a similar focus. Checkups are largely about application. Teacher-scored activities and assessments extend across the taxonomy.

The presentation of information in Apex Learning is constructed to reduce extraneous process and promote student learning. It begins with consistent navigation throughout Apex Learning Courses and Adaptive Tutorials. Using the table of contents, it is easy for students to select and see the corresponding content. Content is carefully presented so that students have appropriate access to multimodal information without being overwhelmed, and the conversational voice of the instruction stimulates learning.

Throughout activities there is a balanced mix of reading, observing, listening, watching, and doing, where effective use of text, pictures, audio, video, and interaction capture and keep

learners' interest. Multiple modes of media are used in activities to deepen understanding of complex information and challenging concepts. For example, with the digital curriculum, students studying biology can learn the concept of population growth by viewing a short video on how populations use resources. They can learn about the same concept by reading illustrated text on how the human population is expanding. They can also change variables in a simulation of carrying capacity in which the consequences of population growth become immediately visible. And they can listen to audio on how technology is being used to meet population challenges—all while taking notes in a graphic organizer. Students are never presented with a long video or text passage, and they are never presented with media without an opportunity to respond to it with something other than a quiz. In this active online learning environment, deep understanding results from the range and diversity of experiences students have with content. Persistence and resiliency result from encouragement, formative feedback, and steady reminders to use all the resources at hand to solve a problem rather than walk away from it.

Apex Learning has taken special care to present all content in small “chunks”—in learner-paced segments rather than being presented in one continuous stream—with limited content on one page of instruction. This supports research on both processing of information and student engagement. Within these small segments, prompts and interactive exercises give students frequent opportunities to check their understanding and apply what they learn.

- (i) **For existing operators only: describe any key academic plan features for the proposed school that will differ from the operator'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.**

N/A

## **1.4 Academic Performance Standards**

### **In this section:**

- (a) **Describe the proposed school's annual and long-term academic achievement goals.**

The following represent Oxton Academy's annual and long-term measurable goals. Having previous experience with an endeavor of this type, the Sponsor and its associates have set realistic objectives for the short term and a more robust focus on the future. Of course, as in any new undertaking, especially one that will target a very fragile and disengaged population, the School will most likely have to adjust some annual goals as the educational process evolves.

### **Annual Academic Goals:**

- Pursuant to Tennessee Strategic Goal Benchmark 3B, 100 percent of Oxton Academy students will complete a High School and Beyond Plan, or a Transition Plan for students with IEPs, by the time they finish 11th grade.
- By the end of each year as an established charter school, a minimum of 50% of enrolled students at Oxton Academy who have previously dropped out of one or more schools will have become re-engaged in the educational process as demonstrated by successful completion of one or more high school academic courses.
- Of those students attending Oxton Academy for a full year, 75% will achieve an End of Course (EOC) Assessment Level 2 or higher for those academic courses requiring such an assessment.
- All students enrolled at Oxton Academy for a full year will have a minimum attendance rate of 80%.
- The annual rate of Career/Technical Education (CTE) concentrators for Oxton Academy will meet or exceed the State average.
- By the end of each semester a minimum of 75% of enrolled students at Oxton Academy will earn a minimum of three credits.

### **Long-Term Academic Goals:**

- Pursuant to Tennessee Strategic Goal Benchmark 3A, 90% of students graduating from Oxton Academy will have achieved one or more of the Ready Graduate Indicators.
- For those students entering high school for the first time as ninth graders, 85% will meet graduation requirements within four years.
- Of those students attending Oxton Academy for two or more years, 65% will earn at least one industry certification prior to graduating.
- After five years as a Charter School, Oxton Academy will achieve a minimum graduation rate consistent with that of the State of Tennessee.

**(b) Describe the process for setting, monitoring, and revising academic achievement goals.**

Students today face increased challenges of globalization and changing economic and social opportunities. To prepare secondary students for success in college or for life, curriculum must prepare them to develop expertise to accomplish complex tasks and solve complex problems. Today's more rigorous learning standards address this in part, but they do not address how curriculum needs to be designed, nor do they offer a comprehensive picture of what it means for students to learn across disciplines and apply their learning outside of and beyond secondary school. Students need integrated knowledge of facts, concepts, and strategies that will enable them to make connections and contributions to complex issues such as those related to the environment, health, and the economy (Partnership for 21st Century Skills, 2009). More than ever, education must help learners become innovators—with the ability to apply their knowledge flexibly and creatively to solve problems in new situations.

With this end in mind, Oxtan Academy will employ a data-driven approach to educating its disenfranchised youth which includes initial goal-setting, monitoring and revising (as needed). As mentioned, the Sponsor and its associates have extensive experience with the targeted population from the delivery of counseling and academic intervention services through the successful operation of a dropout recovery, career-oriented charter high school. Supported by this background knowledge and a review of available student performance data from the District and State, Oxtan Academy has developed its initial academic achievement goals. These may be adjusted with input from the charter board members, parents, teachers and students during the initial year of operation and in ensuing years as necessary.

In particular, the first academic year of operation is critical in establishing baseline student achievement data. These will be established and collected inclusive of required statewide assessments, a universal screener (iReady), intervention software programs and the internal assessments associated with the Apex digital curricula used for ongoing progress monitoring of school-wide and individual student growth. Student assessment data will be used to inform students, teachers, and parents whether a student is making progress, and to identify what areas need strengthening. The school will also utilize student performance data in the development and monitoring of the Individual Learning Plans (ILPs) to track and improve student performance in the core academic areas. Formative assessment results will guide teachers in lesson planning and individualizing instruction. Student performance and assessment data will also be used to formulate school improvement performance criteria in the core academic subject areas for the consecutive years that follow. Additionally, student performance data will guide school leaders in the development of a professional development plan to meet the instructional needs of teachers. Assessment results will provide information regarding the effectiveness of the educational program and will allow leaders to assess the school's progress toward meeting the proposed academic goals. Oxtan Academy will compare rates of academic improvement of its students to surrounding schools aligning similar subgroup populations and using published data on student performance.

Through its standards aligned, digital curricula, Oxtan Academy will be able to monitor student performance in real time. This process offers School leadership an ongoing opportunity to evaluate progress towards annual and long-term goals. Moreover, and most importantly, it offers

the administration and faculty insights into student performance across the curriculum on a week-to-week basis. With full courses being delivered in an 18-week semester, formative monitoring highlights both areas of success as well as deficits that need immediate attention prior to the culmination of the semester. This evaluative mechanism will help School leadership determine whether the annual goals are feasible during the initial year of operation, or whether they may be too demanding for those students recruited to the Oxton Academy. Further, leadership does not have to wait until the end of each academic year to see whether they met or missed their projections. As a result, the School will be able to do a far better job in serving its students and their families from a more realistic approach to teaching and learning.

- (c) **Describe corrective action plans if the school falls below state, district and/or its own academic achievement goals.**

The Principal and teachers will monitor student data to ensure that students are making learning gains according to State standards. The Governing Board will receive a report on student performance at every board meeting by the Principal in order to monitor the quality of the educational program and the level of student performance. The reports that are presented to the Board will be disaggregated to show student performance by school, class, sub-group, and individual students and include a gap analysis to show the number of students and the degree of deficit that has been identified along with progress toward remedying the deficits. Should individual students, or the school as a whole fall below State, District or School level goals, appropriate action will be taken to address each of these areas as follows:

#### ***School Performing Below Expected Levels***

If the school is performing below expected levels, as determined by an analysis of progress monitoring data, school results from the prior years, and results of comparable schools, School leadership will meet with teachers to review areas that need improvement. Additionally, the Principal will facilitate a Professional Learning Community (PLC) to allow teachers to analyze data by skill and share best practices. The Principal will conduct daily classroom walk-throughs to determine whether teachers are implementing the school's educational plan with fidelity. Support staff will review progress monitoring data to determine whether there is improvement in each area. Additional professional development will be provided to the staff, as needed, based on a review of the data.

#### ***Class Performing Below Expected Levels***

If a particular class is performing below expected levels, as determined by progress monitoring assessments, as well as a comparison to other classes during the current and previous years, the Principal will address the problem immediately. The Principal will notify the teacher of the problem and conduct informal observations in targeted classrooms to determine the problem and provide the teacher with feedback and support. The School's Lead Teacher and/or academic consultants will assist the identified teacher through a review of lesson plans to ensure that effective strategies and methods are being used to supplement any digital curricula. The Principal will continue monitoring student performance in the class and teacher performance through consistent classroom walk-throughs. If needed, the Principal will require the teacher to participate in more in-depth professional development. Analysis of student achievement results on progress-monitoring assessments will take place on a more frequent basis to ensure that

learning gains are taking place as a result of the individual support and assistance. If student performance does not improve, additional measures may need to be taken.

### ***Sub-Groups Performing Below Expected Levels***

If an analysis of the student performance data reveals that any of the School's subgroups are underperforming, and there is a learning gap among subgroups, the Principal will meet with the faculty to review this information. Teachers will be required to address the needs of these students through appropriate strategies and interventions. The Principal will monitor implementation of strategies and interventions by reviewing lesson plans and visiting classrooms each week. Analysis of student achievement results on progress-monitoring assessments will take place on a more frequent basis to ensure that learning gains are taking place as a result of the individual support and assistance. If student performance does not improve, additional measures may need to be taken.

### ***Students Performing Below Expected Levels***

If student achievement is below expectations and the student progress monitoring data reports indicate that a student is not making adequate progress, the school will utilize the RtI<sup>2</sup> framework and seek the assistance of support staff, as necessary, to develop an RtI<sup>2</sup> Plan for the student. The Plan which will be developed with the participation of the parents, will include goals, intervention strategies/activities, evidence of completion of strategies/activities with due dates, methods of assessing growth, persons responsible for implementing strategies and activities, and status of implementation at interval points throughout the implementation of the RtI<sup>2</sup> Plan. Parents of students who are not making adequate progress will be contacted and involved in the process.

- (d) **Describe the proposed school's approach to helping remediate students' academic underperformance, including plans for Response to Instruction and Intervention (RTI<sup>2</sup>) that aligns with Tennessee guidelines.**

Through creating a more personalized learning environment driven by the Individual Learning Plan (ILP) process, Oxton Academy will continue to systemically identify and categorize student needs. So, whether a current or incoming student is need of specific IEP services or reading decoding skills, an appropriate educational plan is developed. The 4 x 4 block schedule, with 8 classes a year, allows teacher flexibility which empowers the faculty to differentiate instruction and provide other remediation or enrichment services as necessary without undermining a student's ability to amass the necessary credits for graduation and obtaining an industry certification. A progress-monitoring plan that involves frequent student conferencing provides the underpinnings for student empowerment. Both teachers and students have daily opportunities to conference during the scheduled advisement time to obtain assistance or to share a concern. With that said, regardless of any short-fall in academic achievement, be it school-wide, classroom or sub-group, the over-arching approach of a student-centered environment is fundamentally the same – student centered.

Students identified below grade level in any given area will have targeted tutoring as a mandatory requirement of their ILP and weekly progress reports to track improvements. Teachers, digital tutorials, or volunteers may deliver tutoring during the support time, before/after School, or embedded into available content and/or elective blocks. Moreover, a



student with a disability may have complex and unique needs, the strategies and tools of instruction will be constantly modified so that each student can succeed at learning. The School's curriculum will include alternatives to make it accessible and appropriate for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied learning contexts. The curriculum reflects an awareness of the unique nature of each learner and the need to accommodate differences, creating learning experiences that suit the learner and maximize his or her ability to progress. Each student who does not meet specific levels of performance as determined by EOC assessments will be provided with an additional diagnostic assessment (iReady) to determine the nature of the student's difficulty and areas of academic need. This is further monitored for consistency through Study Island and Apex Learning (from Edmentum).

For each student with an identified deficiency, the School will note this on the student's ILP and develop appropriate remediation strategies in collaboration with the student's parent(s). The academic improvement plan is designed to help the student in meeting state and district expectations for proficiency. The academic improvement plan is a specific, detailed plan tailored to identify the individual assistance to be given to remedy a student's individual diagnosed deficiencies. Each plan will include the provision of intensive remedial instruction in the areas of weakness through strategies considered appropriate by the School. The student will continue to receive remediation until the level of proficiency, as defined by the criteria for promotion/graduation, is reached. When the determination is made that a child is not working to academic standards, no matter what the time of year, an academic improvement plan that is driven by a diagnostic assessment will be written. The individual education plan (IEP) will suffice for an academic improvement plan for exceptional education students (except those ESE students placed for speech/language or gifted only).

Oxton Academy will provide an educational program that is accessible and comprehensive for all of its pupils regardless of their academic levels. Therefore, the School will apply the methods of a Response to Instruction and Intervention (RtI<sup>2</sup>) system of support for its students. Consistent with the three tiers of RtI<sup>2</sup>, the progression of the students will be assessed and monitored frequently via the iReady universal screener, within the curriculum as well as within their respective intervention software to ensure that modifications of the program are executed within a reasonable time frame and accurate information is communicated through teachers, parents and support team. While this systemic approach is most viable for those students who are part of an Exceptional Student Education (ESE) program, all students - especially those struggling academically - will benefit from targeted interventions as well as progress monitoring. For those students with identified disabilities, an ESE teacher and support team will be responsible for the proper implementation of the Individual Education Plan (IEP) that corresponds to all of the students participating in the ESE program. Periodic meetings of at least once per year between the parents and IEP team will assess data and determine if changes must be made for the purpose of academic, socio-emotional or behavioral improvement.

Additionally, for school-wide issues, there will be systematic review of current progress monitoring data, School results from the prior years to identify any trends and a review of comparable schools by School leadership including the Principal, Asst. Principal, Counselor, Lead Teacher and applicable staff. In turn, this group will meet with the entire faculty to review specific areas that require improvement. Additionally, the Principal will allow teachers to further

analyze data by skill and share best practices for initial teaching and reteaching. The Principal and key staff will conduct periodic classroom walk-throughs to determine whether teachers are implementing the school's educational plan with fidelity. The leadership team will review progress monitoring data to determine whether there is improvement in each identified area. Additional professional development will be provided to the staff, as needed, based on a review of the data.

If an analysis of the student performance data reveals that any of the School's subgroups are underperforming, evidenced by a significant learning gap, the Principal will meet with the faculty to review this information. Teachers will be required to address the needs of these students through appropriate strategies and interventions previously identified at the beginning of this section with available professional development to assist as needed. The Principal and designee will monitor implementation of strategies and interventions by reviewing lesson plans and visiting classrooms each week. Analysis of student achievement results on formative assessments will take place on a more frequent basis to ensure that learning gains are taking place as a result of the individual support and assistance. If student performance does not improve, more comprehensive measures will be taken.

- (e) **Describe goals for student attendance and explain how the proposed school will ensure high rates of student attendance. Include plans for identifying and addressing chronic absenteeism.**

While the National Center for Educational Statistics points to chronic absenteeism as a leading cause for students dropping out, significant research on the subject demonstrates that excessive absences are frequently the symptom rather than the actual cause. In reviewing the District's Chronic Absenteeism rates for the past three years, the percentage of students meeting this definition has increased from 8.2% to 13%. Of course, the past two years have been greatly impacted by Covid-19, resulting in somewhat inflated numbers. Even though the School will seek out at-risk students as the majority of its student population, it is Oxton Academy's goal to equal or surpass the District's rate of student attendance beginning in its first year of operation. In order to accomplish this the School will create a beneficial learning environment with a structured educational program around what research has shown to be key components for successful student re-engagement programs. These attributes also include methods to address any excessive absenteeism as discussed below.

- **Personalized, Relevant Learning:** This approach allows the student to begin exploring and developing requisite skills that transfer to any career, as well as for a particular industry of the student's choosing, in tandem with mastering core academics. Through an engaging curriculum, facilitated by Oxton Academy teachers, students participate in collaborative learning activities, work at their own pace to avoid frustration and discover how the core content subjects support their particular avenue of interest. Opportunities for internships will be built into courses of study for those students in upper grades, or those already engaged in a particular career pathway. Guiding this process will be a counselor(s) whose job will be to understand each student including strengths, weaknesses and background.

The School's counselor will have access to an extensive database that will track the

academic, early warning indicators of each student and help to flag areas of inconsistencies and potential pitfalls according to each student's unique and personalized educational goals. At the time a student is accepted into Oxton Academy, the counselor will develop an Individual Learning Plan (ILP) complete with educational goals and targets for successfully obtaining a high school diploma and career certification. Counselors will also provide a sense of connectedness, offering students an assurance that a concerned adult is always available to listen, provide direction or assist with academic needs. Ongoing collaboration with parents is also critical to avoiding issues with chronic absenteeism. Each absence is noted and discussed with the home to head off any particular issue which might undermine the educational program.

Counselors will work closely with Oxton Academy teachers to gain a better understanding of students' classroom performance and demeanor in order to guide interventions and obtain additional assistance as needed. Teachers will discuss students at team meetings and periodically review data to gauge the impact they are having on overall student success. Teachers will also serve as mentors and tutors during the mid-day advisement block.

- **Integrated and Interdisciplinary Connections:** Curricular decisions will be guided by the goal of thorough student mastery, rather than by an effort merely to cover content. To this end, students will only be exposed to a maximum of three core content subjects each semester, which may include reading and possibly offered for the entire year. Additionally, these subjects will be delivered to leverage the greatest opportunity for success based upon documented student need, integration with career coursework and project-based connections for students. The process includes multiple means to assess formative progress against standards to allow for incremental successes need to instill a positive attitude toward learning and ongoing motivation.

Each semester will focus on the natural connection between academics and career offerings to help students learn and apply concepts and standards delivered across both curricular areas. Course structure will also expose students to inductive methods including *inquiry-based learning*, *problem-based learning*, *project-based learning*, *discovery learning*, and *just-in-time teaching*. Student-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery; long-term retention; depth of understanding; acquisition of critical thinking and creative problem-solving skills; formation of positive attitudes toward the subject being taught; or level of confidence in knowledge or skills. Much of what is taught through this approach is applied to better understanding career concepts in each academy through the collaboration of teachers and an understanding of the career competencies and how they align to curriculum standards. Helping students to experience success and relevancy in the educational process increases their desire to attend school.

- **Standards-based and Differentiated Instruction:** Since many students may enter Oxton Academy with academic deficiencies not properly mitigated before they were allowed to enter high school, the School will employ a Response to Instruction and

Intervention (RtI<sup>2</sup>) approach involving pre-screening with an online diagnostic assessment in reading and mathematics, high-quality instruction and intervention, progress monitoring, and the use of data to make instructional decisions. The key to a successful implementation at the secondary school level includes the use of early intervention and tiered instruction to provide the necessary support structure for struggling students. Depending on the severity of need, some students may be grouped with the help of a special education instructor and provided with specific, sequenced interventions designed to reinforce fundamental skills necessary to provide scaffolding to more complex concepts.

- **Academic Support:** Oxton Academy's focus on helping students become successful is a result of the empowerment of both teachers and students. In addition to teachers having daily opportunities to discuss students, review data and design and guide curriculum, students have similar opportunities to collaborate with peers via student-centered learning activities. Such opportunities include collaborative problem solving and cooperative interaction during the 85 minutes of class time. Moreover, there is one additional element that is frequently overlooked in many schools because of time considerations. That is allowing teachers and students the opportunity to collaborate and dialog between each other. Teachers serving as student mentors or advisors have all but disappeared from secondary schools because of the strong emphasis placed on assessment and the resulting remediation efforts. However, research on academic resiliency among poor and minority students demonstrates that a strong relationship between teachers, who are willing to listen, and their students can ultimately impact student success. Oxton Academy will build on this important characteristic of successfully engaging students with current or potential absentee issues, allowing students to connect with a knowledgeable and understanding adult, be it a teacher and/or counselor.
- **Building Character:** Schools are charged with replicating the society upon which communities are based. In keeping with this charge, Oxton Academy will utilize both career and academic curricula as vehicles to convey ethics, patriotism, and belief in the democratic process. Proper dress, conduct, and employability skills will be emphasized in instruction and in practice. A business-like environment is replicated in school operation as nearly as possible and students will be responsible for compliance through self-discipline. Expectations and rules will be clearly communicated, as well as the rewards and penalties for compliance and non-compliance. Research has consistently found that a lax learning environment, which creates a break down in school discipline, can significantly contribute to a school's dropout rate. This is especially true for average to good students who become frustrated with such learning impediments.
- **Parental Engagement:** From the onset, parents will be expected to take on a very supportive role in the education of their child. Parents must attend the intake orientation to the school and learn about expectations for both the students and family. Additionally, they will be informed of available community supports that might be needed to provide assistance to the family especially in dealing with school attendance.

In addition to the processes listed above to promote good attendance, Oxton Academy will comply with all tenets outlined in the Tennessee State Board of Education Policy 4.100.

- (f) **Explain how students will matriculate through the proposed school (i.e., promotion/retention policies).**

Oxton Academy will follow all State and District policies regarding promotion/retention inclusive of State Board Policy 3.103 and District Policy INS-A024:

Grades 9-12 (entering high school in the 2009/2010 school year and thereafter)

- In order for a student to be classified as a sophomore, the student must have earned 5 credits.
- In order for a student to be classified as a junior, the student must have earned 10 credits.
- In order for a student to be classified as a senior, the student must have earned 15 credits.

Specifically, **Chart 2 (Section 3.1(a))** includes graduation requirements, the enrollment process and benchmarking of academic progress throughout a student's tenure at Oxton Academy. Further, the School will comply with the District Grading Policy INS-A023 (revised 7/29/19) and State Policy 3.301.

- (g) **Provide the proposed school's exit standards for students, including graduation requirements. These should clearly set forth what students in the last grade served will know and be able to do.**

In alignment with each student's grade level placement, the ILP will drive his/her schedule and coursework according to a combination of reading level and academic standards mastery as measured by diagnostic, formative and summative (TCAP) assessments. Further, Oxton Academy's digital learning approach, which individualizes learning based on a student's preferred modality, benchmarks progress according to Tennessee's Academic Standards as it prepares students for the TCAP. The overall academic benchmarks encapsulated in content and elective area standards will quantify the attainment of the State's Graduation Requirements per State Board Policy 2.103:

**Total Minimum Required Credits: 22**

- **Math:** 4 credits, including Algebra I, II, Geometry and a fourth higher level math course (Students must be enrolled in a mathematics course each school year.)
- **English:** 4 credits
- **Science:** 3 credits, including Biology, Chemistry or Physics, and a third lab course
- **Social Studies:** 3 credits, including U.S. History and Geography, World History and Geography, U.S. Government and Civics, and Economics
- **Physical Education and Wellness:** 1.5 credits
- **Personal Finance:** 0.5 credits (Three years of JROTC may be substituted for one-half unit of Personal Finance if the JROTC instructor attends the Personal Finance training.)
- **Foreign Language:** 2 credits (May be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus)

- **Fine Arts:** 1 credit (may be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus)
- **Elective Focus:** 3 credits consisting of Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement (AP) or International Baccalaureate (IB)

Additional options for Students with Disabilities and Move on When Ready will also be a consideration and determined on an individual basis pursuant to State Board Policy 3.103. In particular, Oxton Academy will pursue elective options designated in the following sections of Part I. of the aforementioned policy:

(16) Students shall complete two (2) credits of the same world language. *The credit requirement for world language may be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus.*

(17) Students shall complete one (1) credit in Fine Arts. *The credit requirement for fine arts may be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus.*

(18) Students shall complete three (3) credits in an elective focus. *All students shall pursue a focused program of study designed to prepare them for the workforce and postsecondary study. The intent of the elective focus is to provide students with an opportunity to explore a particular academic area in greater depth.*

The purpose of this is to expand the students' opportunities to focus on a career pathway of his/her choosing resulting in attainment of important employability skills and relevant industry certifications making Oxton Academy's students "career-ready." Career-ready students are those who graduate K–12 education with the knowledge, abilities, and habits to enter and complete postsecondary education without remediation and to seamlessly move into a career that affords them the opportunity to sustain or exceed a living wage. To achieve these outcomes, students must have a clear understanding of learning pathways from as early as middle school and possess academic and technical knowledge that can be exhibited successfully and consistently across settings and experiences. They must also possess employability skills exhibited through critical thinking, written and oral communications, collaboration, problem solving, work ethic, and persistence.

As a strategy for assessing student readiness for postsecondary education, students enrolled in a Tennessee public school during their eleventh (11th) grade year shall take either the ACT or SAT. To receive a regular high school diploma, all students enrolled in a Tennessee public school during their eleventh (11th) grade year must take either the ACT or SAT.

Additionally, all high school students must take and pass a United States civics test in order to meet the Social Studies course credit requirement to earn a regular diploma.

- (a) Oxton Academy will request to use the Authorizer's civics test, which shall meet the requirements outlined in T.C.A. § 49-6-408.

- (b) A student shall pass the test if the student correctly answers at least seventy percent (70%) of the questions. The School will provide students with the opportunity to take the test as many times as necessary. A passing score on the civics test must be noted on a student's transcript.
- (c) The U.S. civics test shall be administered to a student who has an IEP with the accommodations and/or modifications that are deemed necessary by the IEP team.
- (d) The Tennessee Department of Education shall recognize a school on the department's website as a United States civics all-star school for any school year in which all of the school's seniors receiving a regular diploma make a passing grade of eighty-five percent (85%) or higher.

Oxton Academy shall implement a project-based assessment in civics at least once in grades nine through twelve (9-12). Since some students may enter the School at grade levels other than nine, Oxton Academy will include this requirement in an upper grade.

- (a) The project-based assessment shall be developed by the School with input from the Authorizer, measure the civics learning objectives contained in the social studies standards, and allow students to demonstrate understanding and relevance of public policy, the structure of federal, state and local governments, and both the Tennessee and the United States constitutions.
- (b) "Project-based" means an approach that engages students in learning essential knowledge and skills through a student-influenced inquiry process structured around complex authentic questions and carefully designed products and tasks.
- (c) The School will submit verification of implementation of the project-based assessment to the Authorizer.

As a result of their successful completion of the graduation requirements leading to attainment of their high school diplomas, Oxton Academy's students will have demonstrated mastery of the Tennessee State Standards. Aided by parental support and the social/personal development of the whole child, students will have also learned critical employment skills, such as written and oral communication, and industry certifications which will lead to a successful livelihood, a desire to pursue continuing education, and productive citizenship.

## 1.6 High School Graduation and Postsecondary Readiness (high schools only)

- (a) **Explain how the proposed school will meet Tennessee graduation requirements in accordance with State Board policy 2.103. Describe how students will earn credits, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements will exceed those required by the State, explain the additional requirements.**

In support of its mission and vision, Oxtan Academy will target and recruit those students who have not achieved their individual learning capacity in the traditional school setting and require additional interventions and innovative strategies to meet state standards and graduation requirements. Students will receive targeted instruction and accommodations that can provide them with the tools to achieve high academic standards and successfully complete a career-focused high school program that will enable them to graduate, gain and maintain employment, and, if so desired, access postsecondary educational programs. Eligible students in those classifications of targeted students must meet reasonable academic, safety-oriented, and other eligibility standards that are consistent with the school's mission and purpose, which is to maximize each student's individual capacity by graduating students prepared for work, higher education, and productive citizenship. To this end, students shall complete the following minimum course requirements:

### **Total Minimum Required Credits: 22**

- **Math:** 4 credits, including Algebra I, II, Geometry and a fourth higher level math course (Students must be enrolled in a mathematics course each school year.)
- **English:** 4 credits
- **Science:** 3 credits, including Biology, Chemistry or Physics, and a third lab course
- **Social Studies:** 3 credits, including U.S. History and Geography, World History and Geography, U.S. Government and Civics, and Economics
- **Physical Education and Wellness:** 1.5 credits
- **Personal Finance:** 0.5 credits (Three years of JROTC may be substituted for one-half unit of Personal Finance if the JROTC instructor attends the Personal Finance training.)
- **Foreign Language:** 2 credits (May be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus)
- **Fine Arts:** 1 credit (may be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus)
- **Elective Focus:** 3 credits consisting of Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement (AP) or International Baccalaureate (IB)

Additional options for Students with Disabilities and Move on When Ready will also be a consideration and determined on an individual basis pursuant to State Board Policy 3.103. In particular, Oxtan Academy will pursue elective options designated in the following sections of Part I. of the aforementioned policy:



(16) Students shall complete two (2) credits of the same world language. *The credit requirement for world language may be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus.*

(17) Students shall complete one (1) credit in Fine Arts. *The credit requirement for fine arts may be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus.*

(18) Students shall complete three (3) credits in an elective focus. *All students shall pursue a focused program of study designed to prepare them for the workforce and postsecondary study. The intent of the elective focus is to provide students with an opportunity to explore a particular academic area in greater depth.*

The purpose of this is to expand the students’ opportunities to focus on a career pathway of his/her choosing resulting in attainment of important employability skills and relevant industry certifications.

Oxton Academy will follow the uniform grading system established by the authorizing District pursuant to Policy Number: INS-A023:

<b>Uniform Grading System – Weighting for Advanced Coursework</b>					
<b>Grade</b>	<b>Percentage Range</b>		<b>Honors Courses</b>	<b>Local and Statewide Dual Credit Courses, Industry Certification- Aligned Courses, and Dual Enrollment Courses</b>	<b>Advanced Placement, Cambridge International, College Level Exam Program (CLEP), and International Baccalaureate Courses</b>
<b>A</b>	<b>93</b>	<b>100</b>	Shall include the addition of 3 <b>percentage points</b> to the grades used to calculate the <b>semester average.</b>	Shall include the addition of 4 <b>percentage points</b> to the grades used to calculate the <b>semester average.</b>	Shall include the addition of 5 <b>percentage points</b> to the grades used to calculate the <b>semester average.</b>
<b>B</b>	<b>85</b>	<b>92</b>			
<b>C</b>	<b>75</b>	<b>84</b>			
<b>D</b>	<b>70</b>	<b>74</b>			
<b>F</b>	<b>0</b>	<b>69</b>			

For high school courses without an end of course exam, the average is calculated with each 9 weeks 40% and the semester exam 20%. When a student is exempt from 2nd semester exam, the average is calculated with each 9-week grade 50%. Students are exempt if they earned an A for N3 and an A for N4 in a year-long course.

For high school courses with an End of Course (EOC) exam, the first semester average is calculated with each 9 weeks 40% and the semester exam 20%. The second semester average is calculated with each 9-week grade 35%, end of course exam 15%, the semester exam 15%. When student is exempt from 2nd semester exam, each 9 weeks will count 42.5% and the end of course exam is 15%.

Students enrolled in high school courses with EOC examinations may not withdraw from such courses for the remainder of the course after being enrolled in the course for at least twenty-five

percent (25%) of the instructional days in the course. Advanced Placement (AP) Students must complete the AP assessment to receive additional 5 points on grades used to calculate the semester average.

Semester examinations will be administered each semester for all students taking high school courses. A student will be exempt from a second semester course examination provided the student has a 93% or higher for each 9 week grading period during the second semester and the course is a full year class.

Students transferring from an accredited school shall be graded on the basis of their transfer in-progress grade and their performance in CMCSS for the remainder of the semester in accordance with the aforementioned district Policy INS-A023.

Grade level placement will be consistent with CMCSS Policy INS-A024:

- In order for a student to be classified as a sophomore, the student must have earned 5 credits.
- In order for a student to be classified as a junior, the student must have earned 10 credits.
- In order for a student to be classified as a senior, the student must have earned 15 credits.

Student transcripts will include a listing of all academic courses attempted and completed with grades and related credit earned. The transcript will include all required assessments taken and scores attained including PSAT, SAT and ACT, along with all industry certifications earned through career pathways. Transcripts will also provide students and parents with a summary of graduation requirements, those that have been completed and any that remain outstanding.

A listing of potential elective courses in line with the School's career pathways have been included in Section 1.3(e).

- (b) **Describe how graduation requirements will ensure readiness for college or other postsecondary opportunities (i.e., trade schools, community colleges, military, or workforce).**

Oxton Academy is committed to creating a school environment which enables students to succeed in spite of previous academic, social, and emotional struggles. Oxton Academy recognizes the need for secondary schools to provide these students with the motivation and support needed to earn a high school or occupational diploma. Moreover, schools need to facilitate the transition for students from graduation to viable careers, post-secondary training and/or military service. The philosophical foundation of Oxton Academy's educational program is career preparation and its link to academic success supported by mastery of standards. The proposed school focuses on delivering the academic foundation, which is based on meeting Tennessee Academic Standards, combined with career skills necessary to allow students a smooth and successful transition to the workforce immediately following graduation (if so desired). Students are afforded the opportunity to attain knowledge and proficiency necessary to prosper in their areas of interest and to be qualified for high wage, high demand employment. The School will provide rigorous competition within the District's public schools for its targeted population, thereby stimulating continual improvement in school programs. The educational program at Oxton Academy is specifically designed to meet the needs of a diverse population of

students who have a record of low performance, may have special educational needs, and are clearly at-risk of not meeting their graduation requirements.

Students' college-career readiness is dependent upon high quality learning opportunities in content area and elective classrooms. Instructional practices will be used to help students develop literacy skills for critical thinking and content area mastery. With technology as a key to success in both post-secondary and career opportunities, Oxton Academy's curriculum delivery and career preparation provide a learning environment that fosters mastery of technology related skills. This approach also supports the personalization of learning important for those with disparate educational experiences that may have hindered previous academic success.

To meet graduation requirements and achieve college and career readiness as defined by the State Standards, literacy instruction must be focused across all content areas. All teachers will provide rigorous instruction in vocabulary, comprehension strategies, and high-level reasoning and critical thinking skills. Teachers will infuse literacy skills into face-to-face instruction using a gradual release model with highly complex, grade level content area and literary texts. In order to assist teachers in this important aspect of reading integration, professional development will be provided to support teachers on text complexity and close analytical reading. This approach also includes:

- Make the close reading of texts central to lessons—rather than ancillary—and focus on texts that elicit close reading and re-reading for understanding.
- Provide effective instruction scaffolding that enable all students to access complex texts directly without preempting or replacing a text by translating its contents for students.
- Ask text-dependent questions that require students to cite strong and thorough textual evidence to demonstrate that they follow the details of what is explicitly stated as well as make inferences from the text, ensuring that valid claims square with all the evidence in the text.
- Provide extensive writing opportunities for students to draw evidence from texts (i.e., write to sources) supporting logical inferences, evaluate reasoning, themes purposes, and rhetorical features, presenting careful analyses, well-defended claims and clear objective summaries of information.
- Ensure that questions and learning tasks require careful comprehension of the text before asking for further connections, evaluation, or interpretation. Students should demonstrate understanding of what they read before engaging their opinions, appraisals, or interpretations.
- Support students in writing arguments and analyses of substantive works using valid reasoning and relevant evidence.
- Engage students in literacy learning tasks in which they integrate multiple sources of information presented in diverse formats and media, including quantitative, visual, and oral media sources.

The school's program will address the "whole child" and offer an array of supports to enhance each student's chance for success. Research indicates that Social and Personal Competencies assist students not only in dealing with daily struggles, but also increase students' academic

skills. There is evidence that drop-out prevention strategies at the high school need to begin early. The school will require all ninth graders to participate in the **Student Success Skills (SSS)** program. The program has two main tiers: large group/whole classroom model and small group counseling model. The classroom model is based on six weekly lessons that teach students about how nutrition, rest, social interaction, and mindset affect mood, energy and academic success. The lessons are followed by booster sessions where students report on their progress and long-term goals. The total length of the program, which includes lessons and booster sessions, is eight weeks. Throughout the program, the students learn reflection, motivation, peer counseling, anger management, time management, conflict resolution, empathy, tolerance and study skills. The small group model is for students who require additional interventions and focuses on self-improvement through mindfulness, modification of behavior, goal-setting, journaling and study skills. Selected teachers will receive appropriate training in implementing the program. Research evidence indicates that these developmental programs can help level the playing field for historically underperforming students, raising their achievement and academic success levels to a degree that makes postsecondary education and advanced technical training a viable option with substantially increased probabilities of success.

(c) **Outline systems or structures the proposed school will use to assist students at risk of dropping out and/or not meeting graduation requirements.**

The entire educational approach undertaken by Oxton Academy is focused on this segment of the student population. The School's vision is to provide a comprehensive approach to educating students who, for various reasons, have not been successful in a traditional high school setting. This group has far fewer opportunities to find adequate employment or gain access to post-secondary training without a high school diploma and foundational employment skills.

The following is a restatement of the key components incorporated into School's program and not mentioned in the previous section (above):

- The School's more personalized and a safe, small-school environment, with coursework individually tailored to the learners' unique needs and interests, allows Oxton Academy to build upon student success. Guided by its mission and vision, Oxton Academy will place an emphasis on the disenfranchised learner through a disciplined, but student-focused approach to making learning more personal and relevant. Moreover, seeking to understand the whole student and not limiting interventions to academics, addresses a critical component of adolescent growth and development and eventual success in post-secondary training and the workplace. Taking the time to capture and analyze sufficient student data of both a qualitative and quantitative variety, coupled with the sharing of this data with students themselves will help foster an understanding where they are and empower them to make appropriate decisions for their future. To this end, the School will also empower its teachers to take on a new and more facilitative role in the delivery of instruction within a flexible learning environment. Through the use of flexible scheduling and available technologies, a greater emphasis will be placed on collaborative planning, increased use of student data, integration of curriculum, authentic assessment and heightened communication with parents. As a result, teachers will have the opportunity to take control of student learning without an overly rigid, predetermined structure.

- Students are scheduled on a 4 x 4 block with 85-minute periods. Each student’s schedule will include a combination of academics and career instruction in a blended scenario where individualized digital curricula is provided along with face-to-face instruction and delivered or supported by a certified teacher. This allows instruction to be delivered according to functional level and need in a small, personalized learning environment. For example: students in a mathematics block may be taking algebra I, algebra II, or an algebra credit recovery through the digital curriculum and delivered according to their respective learning style. A teacher, certified in algebra, is there to provide help, direction and tutoring as needed to one or a group of students. As class sizes will be kept small in number, this approach offers students a much more conducive educational experience to master concepts without the pressure of falling behind his/her peers as would be the case in a more traditional high school setting. The block schedule also allows for eight courses in each school year creating opportunities for remediation, acceleration or multiple career pathways.
  - Students who do not complete high school face economic and social challenges throughout their lifetimes. They are more likely to be unemployed, earn lower wages, have poor health, engage in criminal activity, and require public assistance. The WWC addressed these challenges in a 2017 publication aimed at reducing dropouts in secondary schools. Developed by a panel of practitioners and researchers, the publication offers school administrators four evidence-based recommendations for helping students stay in school, progress through school, and graduate high school.
    1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.
    2. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
    3. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students’ capacity to manage challenges in and out of school.
    4. For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.
  - Through planned partnerships with area businesses and industries that include career orientations, mentoring, job shadowing and on-the-job training, students will have increased motivation and begin to see the connection between school and work. Moreover, with the support already identified from local industries, students will have access to training on actual equipment and receive offers of employment once their studies have been completed.
- (d) **Describe plans for incorporating early post-secondary and work-based learning opportunities for students.**

Oxton Academy realizes that the target student population will be at a distinct disadvantage due to an incomplete or unsuccessful school experience. As a result, Oxton will focus on helping students to first, earn a high school diploma and second, complete at least one industry certification, which will allow its graduates to immediately enter the workforce, if so desired, or go on to a post-secondary learning experience. Depending on the each student’s needs and capabilities, Oxton will assist each student accomplish his/her goals of graduating from high

school. As a result, they will be better prepared to enter the workforce as trainable employees regardless of the type of position available. Those students capable of more intense and rigorous learning opportunities will be able to earn multiple industry certifications allowing them access to more skilled and advanced positions. Regardless of the number or type of certifications earned, all students will have the opportunity to acquire a set of employability skills that provide the underpinnings of a successful worker. To this end, School leadership has already met with several community-based businesses, industries and institutions of higher learning regarding its approach to embedded career training and college preparation. An important component of Oxton Academy's overall educational plan will include the integration of work-based learning for its upper classmen. Having the opportunity to transfer academic and career training to an actual workplace experience is not only a great motivator, but also a highly desirable teaching tool. Therefore, the manner and duration of such experiences are being discussed with area businesses regarding the most advantageous ways to create work-based learning opportunities or apprenticeships for its students. In this way, students will be ready to exercise their newly acquired skills in the actual workplace. To date, multiple area businesses have indicated that such apprenticeships may occur at the business location or at the school due to the nature of the activities that are undertaken. This includes bringing equipment to Oxton so students can learn on the same technology being employed in the workplace.

Another aspect of Oxton Academy's program will provide those students capable of more engaging curricula with opportunities for dual enrollment with area colleges. This will enable students to earn both high school and college credit for successfully completed courses and creating a gateway for more advanced post-secondary learning.

(e) **Identify each type of high school diploma to be offered at the proposed school.**

Oxton Academy will offer its students the following diploma options per State Board Policy 2.103.

• **Regular High School Diploma**

a) Complete a minimum of 22 credits:

- **Math:** 4 credits, including Algebra I, II, Geometry and a fourth higher level math course (Students must be enrolled in a mathematics course each school year.)
- **English:** 4 credits
- **Science:** 3 credits, including Biology, Chemistry or Physics, and a third lab course
- **Social Studies:** 3 credits, including U.S. History and Geography, World History and Geography, U.S. Government and Civics, and Economics
- **Physical Education and Wellness:** 1.5 credits
- **Personal Finance:** 0.5 credits (Three years of JROTC may be substituted for one-half unit of Personal Finance if the JROTC instructor attends the Personal Finance training.)
- **Foreign Language:** 2 credits (May be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus)
- **Fine Arts:** 1 credit (may be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus)

- **Elective Focus:** 3 credits consisting of Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement (AP) or International Baccalaureate (IB)
- b) Complete the ACT or SAT prior to graduation, if the student was enrolled in a Tennessee public school during their eleventh (11th) grade year; and
- c) Have a satisfactory record of attendance and discipline.
- **A Special Education Diploma** shall be awarded at the end of the fourth (4th) year of high school to students with disabilities who have:
  - a) Received special education services or supports and made satisfactory progress on an individualized education program (IEP);
  - b) Not met the requirements for a regular high school diploma; and
  - c) Have satisfactory records of attendance and conduct.

Students who obtain the special education diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old.

- **An Occupational Diploma** may be awarded to students with disabilities at the end of their fourth (4th) year of high school who have (1) not met the requirements for a regular high school diploma; (2) received special education services or supports and made satisfactory progress on an IEP; (3) have satisfactory records of attendance and conduct; (4) have completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the Tennessee Department of Education; and (5) have completed two (2) years of paid or non-paid work experience. The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student's tenth (10th) grade year or two (2) academic years prior to the expected graduation date. Students who obtain the occupational diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old.
- **Move On when Ready: Early Graduation**
  - 1) The *Move on When Ready Act* authorizes public high school students in any county not excluded by T.C.A. § 49-6-8103 who wish to graduate early with the opportunity to graduate high school early and gain entry into a postsecondary institution.
  - 2) A public high school student may complete an early high school graduation program and be eligible for unconditional entry into a public two (2)-year institution of higher education or conditional entry into a public four (4)-year institution of higher education, if the student fulfills each of the following requirements:
    - a) Earns seventeen (17) credits that include:
      1. English I, II, III, and IV
      2. Algebra I and III
      3. Geometry
      4. United States History

5. Two (2) courses in the same world language;
  6. One (1) course selected from:
    - (i) Economics
    - (ii) Government
    - (iii) World Civilizations
    - (iv) World Geography
  7. One (1) course selected from:
    - (i) History and appreciation of visual and performing arts
    - (ii) A standards-based arts course, which may include studio art, band, chorus, dance, or other performing arts
  8. Health and Physical Education (Wellness)
  9. Biology
  10. Chemistry
- b) Has a cumulative GPA of at least 3.2 on the Uniform Grading System four (4) point scale;
  - c) Scores at the on-track or mastered level on each end-of-course assessment taken<sup>2</sup>;
  - d) Meets benchmark scores of twenty-one (21) or higher composite score on the ACT or an equivalent score on the SAT;
  - e) Achieves a passing score on a nationally recognized world language proficiency assessment; and
  - f) Completes two (2) early postsecondary courses.
- 3) A student pursuing early graduation through the Move on When Ready program may take two (2) high school English courses in an academic year.
  - 4) A student pursuing early graduation through the Move on When Ready program shall complete an intent form available from the Department of Education and submit it to her or his high school principal and the Department of Education.
  - 5) A student pursuing early graduation through the Move on When Ready program is exempt from any additional graduation requirements.
  - 6) A student who completes the Move on When Ready program shall be awarded a regular high school diploma.
  - 7) A student who does not participate in the Move on When Ready program may still graduate earlier than the end of their senior year of high school, provided the student meets all graduation requirements outlined in Section 1 of this policy and any additional requirements for early graduation set by the Authorizer.



## 1.7 Assessments

**Charter school students must take the same State-mandated assessments as students in other public schools. Charter schools also administer internal assessments. In this section:**

- (a) **Identify the primary internal assessments the proposed school will use to assess individual student and sub-group learning needs and progress throughout the year. Explain how these internal assessments align with the school's curriculum, performance goals, and state standards.**

As specified, Oxtan Academy will administer all required State assessments as prescribed in State Board Policy 2.103 and other internal assessments per State Board Policy 6.111. Additionally, Oxtan Academy will use a variety of independent, standards-based assessments for both academic placement and monitoring, as well as to guide students in a career choice via a career interest inventory.

Reading will be the primary focus of the instructional program at Oxtan Academy. The school's target student population will likely require remediation in reading. At the beginning of the year, all students will be assessed using the *Achieve 3000* Level Set assessment. A baseline reading Lexile level will be established for each student that will be used to provide reading instruction. The school will incorporate explicit practices to build students' reading skills into its daily instructional program in all core academic subject areas.

In addition to reading, Oxtan Academy will be using *Study Island* as an option for diagnostic, formative evaluations and specific interventions for mathematics, science and social studies. *Study Island*, produced by the same parent company as Apex Learning, Edmentum, supports the learning process with engaging, interactive lessons and activities. As such, this option provides a continuum of standards alignment that provides staff with accurate and consistent progress monitoring. *Study Island* Benchmark Tests assess student progress toward meeting state standards and provide valuable information to inform instruction. The *Study Island* Tennessee Academic Standards mastery program is specifically designed to help students master the content outlined by the state standards. *Study Island* offers math, reading, science, and social studies programs. *Study Island* uses models of alignment judgment and alignment procedures that move assessment-standards alignment past a mirror image of the content of a curriculum framework to a broader definition. These in-depth procedures capture not only the content, but also the depth of knowledge required to demonstrate proficiency of a standard, the key principles underlying a content domain, and the reciprocal relationship between the assessment and the standards.

Both *Achieve 3000* and *Study Island* are supported by research:

- Research demonstrates that instruction, practice, and assessments that aim toward the mastery of state standards are essential to achieving accountability goals. Personalized and technology-enhanced learning environments provide a motivating context for students to practice and build skills over time toward mastery, allowing students to share in the responsibility of monitoring their own achievement progress (Magnolia Consulting, 2011).
- Edmentum's student achievement in mathematics was proven effective in a quasi-experimental design (QED), analyses, and measures meeting the WWC 4.0 standards needed to achieve a rating of Meets WWC Group Design Standards with Reservations

(WWC, 2017). This study also meets the Every Student Succeeds Act (ESSA) guidance for Moderate Evidence (U.S. Department of Education, 2016).

Also, embedded in its digital course structure, Oxton Academy offers its students ACT preparation through:

- Standards-based curriculum that includes concepts covered on the test.
- Targeted instruction that identifies and fills learning gaps.
- Personalized learning for each student's academic needs and learning style.
- Scaffolds and supports to make content accessible.
- Real-time data on student progress and performance.
- Student-centered active learning.

Moreover, student knowledge and understanding are regularly assessed through a combination of teacher-scored and computer-scored formative and summative assessments for each course delivered. This is designed to provide ongoing feedback directly to the student as means of self-monitoring and for the teacher to adjust the instructional level as necessary. The Apex curricula are designed to provide students important information on how they are learning. The effectiveness of formative assessment to improve learning and teaching depends on timely and specific feedback followed by opportunities for learners to revise and improve their thinking (Black & Wiliam, 1998). Characteristics of feedback useful for improving learning include the following:

- Feedback should be given immediately after testing (Black & Wiliam, 1998; Marzano et al., 2001). Feedback is most effective when it is still relevant to the learner's task.
- In an online quiz setting where students answer questions, feedback was shown to be more effective when given immediately after each answer and when an explanation was given about whether the answer given by the student is correct or incorrect (Van der Kleij, Feskens, & Eggen, 2015).
- Feedback that is "corrective" in nature with explanations of mistakes has a positive effect on achievement, while simply indicating right or wrong has a negative effect (Black & Wiliam, 1998; Marzano et al., 2001). Effective feedback provides information that can help students understand how their thinking compares to their learning goal, and that can help them attain that learning goal.
- Feedback should be specific to a criterion rather than a comparison with other students (Black & William, 1998; Marzano et al., 2001). Feedback that includes grades or emphasizes performance in competition with other learners can have a negative effect on learning. Consistent with literature on goal orientation, achievement improves when the focus is on the students' effort and the task (learning orientation) rather than the students' ego and ability (performance orientation), even when feedback includes praise.

- (b) **Identify the person(s), position(s), and/or entities that will be responsible for and involved in the building testing coordination.**

Since Oxton Academy will be a very small school by traditional high school standards, oversight of testing coordination will be the responsibility of the guidance counselor and the School's Lead Teacher under the supervision of Oxton Academy's principal.

- (c) **Explain how the proposed school will collect and analyze student academic data and use it to inform instruction, professional development and teacher evaluations.**

Assessment data identifies students' varying ability levels and assists teachers in identifying targeted instruction, flexible groupings, and curriculum alignment. Assessment data is integral for progress monitoring and reporting student learning gains. Capitalizing on the use of student performance data, teachers will provide a learning environment that maximizes each individual's capacity for student success by implementing differentiated instructional strategies that support individual learning needs. To support this process, teachers will have daily, common planning time. Teachers will be encouraged to discuss lesson development, student achievement results, and related interventions as needed. Differentiated instruction is delivered with precision through the digital various curricula and individual or small group tutoring. The teacher identifies the target components and the target resources in order to differentiate instruction. This data-driven methodology also becomes the underpinnings of the Continuous School Improvement Process.

The Achieve 3000 Level Set will be given to all eligible students twice per year and the program will provide differentiated activities and progressing monitoring for reading and writing skills. The text complexity and question rigor for reading passages and writing assignments are differentiated automatically in Achieve 3000 based on weekly assessments. ELL students may take Achieve 3000 assessments in their native language for diagnostic purposes. Analysis of this data by the teachers will help drive the RtI<sup>2</sup> interventions.

Study Island provides formative progress monitoring toward meeting state standards and provides valuable information to inform instruction through benchmark assessments. The high-value learning programs provide proven academic support through practice, immediate feedback, and built-in remediation to improve students' performance in core skill areas. Paired with an intuitive, real-time data dashboard, educators can easily track student progress and differentiate instruction.

In Apex Learning, formative self-assessment comes in the form of frequent online self-checks that provide students with immediate computer-generated corrective feedback, freeing teachers' time from grading and giving students control over their progress through the lesson. As students answer questions, they are provided with immediate formative explanations and guidance that goes beyond simple indications that the response was correct or incorrect. This type of feedback provides meaningful support for correct answers (why the answer was correct) and answer-specific guiding feedback for incorrect answers. With multiple opportunities to check their understanding, students are free to make mistakes without the accompanying embarrassment that might go with making an error in front of their peers.

Teachers provide timely feedback based on student information revealed on teacher- and computer-scored activities. Teacher-scored activities primarily assess higher-order understanding and, in many cases, involve reflection, creativity, original thought, argument, and analysis. There

are also frequent computer-scored quizzes throughout lessons that assess recall, comprehension, and application.

During Apex Learning lessons, students develop increased control over their learning and improve their metacognitive skills. Students control the pacing of activities and self-check assessments. They also have responsibility for the use of optional study aids. With the help of timely digital- and teacher-provided feedback, students learn to monitor their understanding and improve their own learning. Understanding deepens as students' independence increases through instructional cycles involving assessment.

Additionally, student data will be collected, analyzed, and interpreted to draw conclusions and formulate recommendations for teacher evaluation and future professional development. The Principal will meet with each instructional staff member throughout the year to examine student data and growth along with the measurable objectives stated in the employee's Professional Growth Plan. The Principal will examine the impact each teacher is having on overall student achievement and the design of related professional development in order to identify strengths and areas in need of continued refinement and improvement. The ultimate goal of the Oxton Academy's professional development program will be to support continual professional growth to ensure that administrators, instructional personnel, and support staff enhance their performance within their specific job roles.

- (d) **Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve instruction.**

With a relatively small faculty, teachers will be empowered to take on a more proactive role in aligning instruction with individual student needs. Initial professional development prior to the school opening and then before each new school year will be provided on the importance and use of student data available through the various digital programs available. Teachers will be shown how student academic and assessment data, combined with other student information compiled in SIS, will help to paint a comprehensive picture of each student. Moreover, this understanding of the whole student will assist teachers in having *data chats* with students and parents on a regular basis helping to guide overall progress.

Teachers will also receive in-depth training on implementation of the Apex Learning System, their role in supporting, delivering and assessing instruction. As indicated, the teacher role will vary depending on the individual needs of his/her students. Each Apex Learning course is carefully crafted with a predictable, consistent, and coherent unit-lesson-activity structure to facilitate use by teachers and support for learners.

To further support teachers, overall assessment data will be compiled on the Oxton Academy's SIS, which will be used to generate reports for teachers, students and parents. Assessment data will be used in the initial development of each student's ILP and in the development and monitoring of the ILP. To this end, teachers have periodic common planning time with designated opportunities for collaboration around data and student performance. Teachers of the same content area mutually develop lessons, interventions and other support mechanisms based upon student needs. Teachers, who share the same students, review data to determine how best to structure time on their flexible block schedules to do the same. This is also the ideal time for

teachers to discuss reading strategies and ways to embed these throughout the student's instructional day. Teachers who have students with an ELL plan or an IEP can use this time to validate appropriate instructional practices and lesson development. Common planning also provides support staff, such as administrators, guidance and other support specialists, time to consult with an individual or teams of teachers.

## 1.8 School Calendar and Schedule

**In this section:**

- (a) **Provide the annual academic calendar for the proposed school as Attachment A.**

Oxton Academy will be following the Authorizer’s annual school calendar. A copy of the most current calendar has been included 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.**

Oxton Academy’s educational philosophy responds to the demand of government and business leaders that high school graduates be prepared to enter the workforce and/or post-secondary education upon graduation. In order to establish an educational environment that provides the underpinnings of this philosophy, Oxton Academy will provide a flexible, block schedule, which allows students to place a greater emphasis on fewer courses each semester. It also provides the means to accommodate both career training and remediation as needed to support all students. Each course will be delivered in an 85-minute block of time, meeting daily over a 90-day semester.

Period	Time	Class
1	7:30 – 8:00	SEL Activity, Independent or Collaborative Work, or Advisement
2	8:05 – 9:30	Core, Option*, Elective
3	9:35 – 11:00	Core, Option, Elective
4 A	11:05 – 11:30	Lunch
	11:35 – 1:00	Core, Option, Elective
4 B	11:05 – 11:30	Core, Option, Elective
	11:35 – 12:00	Lunch
	12:00 – 1:00	Core, Option, Elective <i>continued</i>
5	1:05 – 2:30	Core, Option, Elective
6 (Optional)	2:30 – 3:00	After School Tutoring

\*Option: Core, Elective, Intensive, or Course Recovery

- (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.**

Students are scheduled on a 4 x 4 block with 85-minute periods. Each student's schedule will include a combination of academics and career instruction in a blended scenario where individualized digital curricula is provided along with face-to-face instruction and delivered or supported by a certified teacher. This allows instruction to be delivered according to functional level and need in a small, personalized learning environment. For example: students in a mathematics block may be taking algebra I, algebra II, or an algebra credit recovery through the digital curriculum and delivered according to their respective learning style. A teacher, certified in algebra, is there to provide help, direction and tutoring as needed to one or a group of students. As class sizes will be kept small in number, this approach offers students a much more conducive educational experience to master concepts without the pressure of falling behind his/her peers as would be the case in a more traditional high school setting. The block schedule also allows for eight courses in each school year creating opportunities for remediation, acceleration or multiple career pathways.

By offering four courses each semester, a certain amount of flexibility will allow students to recover incomplete or failed classes in a shorter amount of time focusing on standards mastery, while providing other students a full semester to complete new coursework. Moreover, the longer learning blocks provide time for the embedding of social/emotional learning (SEL), which has been shown to be critical in supporting a smooth transition to and success in post-secondary learning and the workplace. This type of schedule also facilitates a balance between career training and academics, which is important for students to stay engaged in the overall learning process with the end in mind. This flexibility also incorporates additional time for teachers to plan and collaborate and can be adjusted to allow for student internships freeing up entire afternoons to participate in actual work experience situations.

- (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.**

A progress-monitoring plan that involves frequent student conferencing provides the underpinnings for student empowerment. Students will be encouraged to meet with teachers or counselors during *advisement time*, which occurs each day opposite a student's lunch time, to obtain assistance or to share a concern. This additional time can also be used for tutoring or for students to work independently or on collaborative projects. The availability of technology and a digital curriculum allow students considerable flexibility during scheduled class and advisement time.

- (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?**

In addition to its differentiated and individualized approach to teaching and learning during the school day, Oxton Academy will also offer students needing additional assistance an extended learning program. This opportunity will be offered immediately after school on Monday – Thursday (school days) for thirty minutes. These sessions will be staffed by certified teachers, paid through grants or donations, who provide direct and facilitated instruction using supplemental curricula or intervention software. Students flagged through the RtI<sup>2</sup> will be offered this additional intervention with limitations based on staff availability and funding. While not mandatory, this opportunity will be recommended to parents of struggling students each semester.



## 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)?**

Oxton Academy's leadership team and governing board members have extensive experience in working with special populations. The Sponsor and consultants have Special Education certification and have provided ESL and special education instruction for more than twenty years. Likewise, the Sponsor's consultants have done the same for special populations along with high numbers of at-risk students at a facility similar to that in this proposal.

Further, in addition to appropriately certified teachers, Oxton Academy will employ a certified paraprofessional for one-on-one special needs facilitation via pull out or push in. A guidance counselor, mental health counselor, ELL staff member with stipend for support activities and parent contact will provide needed assistance and student support for SWDs and ELs. The assistant principal will serve as a parent liaison of at-risk students. As needed, gifted certified teachers will be employed for gifted students who may be involved with providing those services per the IEP. The principal would be trained in all areas of supervision related to these target groups and hired instructors will have teaching experience in each area.

- (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?**

In general, Oxton Academy's daily schedule and educational plan are very accommodating for special populations. The school's approach to helping students succeed is based upon an individual review of each and every student resulting in the development of an ILP. The academic performance of Students with Disabilities (SWDs) or English Language Learners (ELLs) will be guided by an IEP or EP respectively. As with regular education students' ILPs, the student's educational plan looks at strengths and deficiencies to help structure an educational environment, which is most conducive for the learner, supplemented with modifications delineated in the IEP or EP. To support this process, the flexible block schedule at Oxton Academy provides additional time for students to master the most challenging areas, while a team of teachers augments lessons that allow students to use their strengths throughout the learning process. The additional advisement, tutoring and/or mentoring time is also ideal for staff to ascertain any issues or concerns that are not being addressed through the regular class periods. In addition to a student's digital curricula, teachers will be especially cognizant of providing direct and explicit teaching, which includes:

- Concept/skill is broken down into critical features/elements,
- Teacher clearly describes concept/skill,
- Teacher clearly models concept/skill,
- Multi-sensory instruction,
- Teacher thinks aloud as modeling occurs,
- Teacher models examples and non-examples,

- Cueing
- High levels of teacher-student interaction.

All of the aforementioned components work equally well for struggling learners, who may be functioning at a Tier 2, RtI<sup>2</sup> level. Progress monitoring and time built into the school day for teachers and support staff to discuss relevant data and academic strategies will enhance Oxton Academy's ability to produce learning gains. Administrators and the SWD Specialist will be responsible for monitoring the implementation of strategies by the classroom teacher using the Classroom Walk-Through model.

Additionally, Oxton Academy's personalized, digital curricula are especially beneficial for Students with Disabilities, English Learners and at risk students. Digital curriculum can build genuine interest in learning goals by making the topics exciting through an engaging media, immersive experiences, various ways of framing problems, and connections to real-world challenges far outside a classroom. This type of curriculum also has the unique ability to personalize learning to fit each student's needs in a way that is impossible to scale with real-world student-teacher ratios.

One way digital curriculum personalizes learning is through scaffolding. Scaffolding introduces material that is just a little harder than students can handle while simultaneously providing the guidance and support necessary. Students use this guidance to learn material they could not otherwise understand on their own. Every student has a different "zone of proximal development" where she is able to learn challenging material as long as it is scaffolded. Digital curriculum can adjust to these zones more nimbly than a teacher with 30 students in a class. In this way, a well-designed digital curriculum provides students with material that is challenging enough to stave off boredom but sufficiently scaffolded to prevent them from getting frustrated and giving up. This helps students see the value in learning while developing expectations of success.

- (c) **Describe the following related to students with disabilities:**
- **Methods for identifying students with disabilities and avoiding misidentification or over-identification;**

Either a parent of a student or the school will initiate a request for initial evaluation to determine if the student is a student with a disability. A parent may request that a comprehensive evaluation be conducted to determine educational needs and/or eligibility for SWD services. This request should be referred to the School Based Team (SBT), consisting of a school administrator, counselor and SWD Specialist, for consideration and discussion. If the SBT determines that an evaluation is necessary, written consent must be obtained from the parent. If the SBT determines that a comprehensive evaluation is not needed, and this decision is contrary to the parent's opinion, the school should file Prior Written Notice of Refusal to Take a Specific Action, in collaboration with the Authorizer's SWD contact. In the event that RtI<sup>2</sup> has not been started or completed prior to written consent for evaluation, interventions are to take place concurrently with the evaluation.

Prior to the request for an initial evaluation for students, school personnel must make one of the following determinations:

- a. Whether the general education intervention procedures have been implemented and that the data indicate that the student may be a student with a disability who needs special education and related services;
- b. The evaluation was initiated at the parent's request and the general education activities will be completed concurrently with the evaluation but prior to the determination of the student's eligibility for special education and related services; or
- c. The nature or severity of the student's areas of concern makes the general education intervention procedures inappropriate in addressing the immediate needs of the student.

The school will ensure that initial evaluations of students suspected of having a disability are completed within 60 school days of which the student is in attendance, after the school's receipt of parent consent for evaluation. Evaluations are conducted by qualified examiners, physicians, school psychologists, psychologists, speech language pathologists, teachers, audiologists, and social workers as evidenced by a valid license or certificate to practice in Tennessee. Tests of intellectual functioning will be administered and interpreted by a professional person qualified in accordance with Rule 0520-01-09. The school will provide notice to the parent that describes any evaluation procedures to be conducted and obtain informed consent from the parent of a student to determine whether the student is a student with a disability before the evaluation is conducted. Following completion of the student's evaluation, the school shall not unreasonably delay the determination of a student's disability for specially designed instruction and related services. Students will be guaranteed a free appropriate education (FAPE) and implementation of an Individualized Educational Plan (IEP). An IEP is a written statement for a student with a disability that is developed, reviewed, and revised in accordance with Rule 0520-01-09. Parents are partners with schools and district personnel in developing, reviewing, and revising the IEP. Program components include specialized instruction and related services, measurable goals, progress reports to parents on goals, diploma options, and curriculum whether standard and/or modified, and assessment may also be addressed therein. Supplementary aids and related services will also be identified as well as necessary accommodations and modifications will be clearly delineated in this written plan. The school will ensure that appropriate personnel are trained in following Authorizer's forms and systems used for the development and management of IEPs.

A student is entitled to FAPE and may be entitled to Section 504 accommodations if he or she has a physical or mental impairment that substantially limits one or more major life activities. That is to say, for students experiencing difficulty in the classroom and for whom there is the suspicion of a disability should initially be referred to the SBT. The SBT will follow all established procedures and determine if appropriate to refer for possible 504 Plan services. The eligibility/ineligibility is based on a variety of sources. 504 Eligibility sources may include teacher observations, information from parents, and information from medical providers, standardized test scores, grades, or other pertinent information. Parents must receive notice of the Section 504 meeting and be invited to attend. Parents and students should be encouraged to attend the meeting and provide input that would help the committee in making decisions. Section 504 teams that convene for annual or interim meetings should consist of the parents, the student, the school administrator or designee, and school personnel who are familiar with the student, such as the student's teacher or counselor.

- **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;**

Within the RtI<sup>2</sup> framework, Oxton Academy teachers will identify problems at the classroom level by utilizing performance data. This information will assist the teacher in determining if there is a universal problem (large group problem) that needs to be addressed using Tier 1 interventions and/or a small group/individual problem that will require Tier 2 and Tier 3 interventions. In defining the problem, the teacher will then request the assistance of the School Based Team. The School Based Team (SBT) will meet to review Tier 1 data to determine the effectiveness of core instruction and interventions. The SBT will then utilize the problem-solving process to identify possible barriers to learning. Once those barriers are identified, the team will develop interventions to reduce or eliminate the barriers. If a student is not meeting established benchmarks with Tier 1 core instruction/interventions, then the SBT will develop a Tier 2 RtI<sup>2</sup> Plan for the identified student based on student data. Tier 2 interventions will include targeted, small group instruction using research-based remediation programs which are customized to meet individual student needs. The SBT will review the progress monitoring data a minimum of every 6-8 weeks to evaluate the student's response to Tier 2 interventions. In some cases, the Team may determine that the student needs a Tier 3 RtI<sup>2</sup> Plan. This plan will include interventions designed to assist the student in making progress. In these cases, the SBT will utilize the problem-solving process to develop and implement appropriate intensive, personalized intervention(s). The SBT will ensure that the interventions are implemented with fidelity and that progress monitoring is conducted as often as appropriate for the particular intervention. One observation must be scheduled and conducted by an SBT member during Tier 3 implementation. The SBT Chair will periodically monitor fidelity of the intervention while assisting with progress monitoring data collection. After the intervention is implemented as designed, the SBT will meet. The SBT will modify the intervention and/or consider the need for a comprehensive evaluation. If the decision of the Team is to refer for a comprehensive evaluation, then the entire SBT/ RtI<sup>2</sup> referral packet is placed in the student's cumulative folder with documentation of Tier 2 and Tier 3 interventions and progress monitoring data.

The majority of core area teachers will have certification in the subject they teach as well as in Special Education. Within the core classes, services to students with disabilities will include classroom adaptations, accommodations and modifications. Specifically, this encompasses changing the manner in which material is presented to students (both oral and written) as indicated in their IEP, using assistive technology (both high tech and low tech) as indicated in their IEP, allowing students alternative methods to demonstrate knowledge, arranging the environment to enhance student learning and utilizing research based academic interventions as it relates to specific challenges students may deal with in accessing grade level curriculum. These are all areas that will be addressed within the student's IEP. They are also part of universal design to help ensure the success of a broader range of students. Oxton Academy understands that it must provide a FAPE in the least restrictive environment. The school must educate students with disabilities with their nondisabled peers to the maximum extent appropriate. The Least Restrictive Environment (LRE) will always be considered during the development of the student's IEP. At Oxton Academy, two models of support for students with disabilities will be primarily considered when providing students with the most appropriate instruction and support:

1. Consultative Model: The general education teacher and special education teacher meet face-to-face on a regular basis to plan, implement, and monitor instructional strategies designed to ensure that the student with a disability is making appropriate progress in the general education classroom. Frequency will be determined by the most recent IEP. Consultation provided by the SWD Coordinator will include: adjustments to the learning environment; modifications of instructional methods; adaptation of curricula, and the use of appropriate accommodations to meet the needs of individual students.
2. Support Facilitation Model: Services are provided to identified students “in class” with the special education teacher. The special education teacher will provide services to an individual or small group of students within the general education classroom but not as a co-teacher. A small group of students may include both students with and without disabilities. Support facilitation will be an in-class support model provided during regularly scheduled intermittent or varying times of the day and/or week. Services may take the form of assistance in accessing and organizing the material presented in the classroom including oral reading, note taking, concept mapping and smaller group instruction, as well as pre-teaching and re-teaching instruction. Additional support in the classroom will ensure greater success for students with disabilities.

This does not preclude the School from serving enrolled SWDs in other ways. Actual services are driven by the individual student’s IEP developed and periodically reviewed in consultation with the parents.

- **Plans for monitoring and evaluating the progress and success of students with disabilities, including coordination with the authorizer’s monitoring and evaluation; and**

Oxton Academy will monitor and evaluate the progress of all students with disabilities as set forth in the student's IEP or 504 plan, including plans for promoting graduation for students with disabilities. The IEP should improve teaching, learning and results. Each child's IEP describes, among other things, the educational program that has been designed to meet that child's unique needs. The school will measure its effectiveness in meeting the needs of each student within its SWD population through alignment of learning gains and annual goals specified in the student’s IEP with actual, measurable results. Three primary processes will be utilized to determine the school’s effectiveness in serving exceptional students: (1) the student’s IEP, (2) the formative assessments administered throughout the year, including benchmark assessment and progress monitoring, and (3) the Authorizer’s and State’s accountability systems which are tied to state testing instruments.

**The Student’s IEP:** The goals for determining the school’s effectiveness in serving special education students are consistent with the goals set for students as specified in the child’s IEP. Teachers will meet whenever they feel necessary, but at least two times per quarter or upon parent request for a meeting, to discuss student progress and achievement or lack of progress and achievement. Based on those findings, Oxton Academy will:

- a. Conduct an informal meeting with the student to discuss achievements and where he or she has not reached individual goals; have ESE teacher and student collectively develop a plan to help the student achieve goals.

- b. Conduct informal meetings with the teachers to discuss what the teachers perceive as the problem and why goals are not being met; identify additional steps can be taken in order to help the student reach goals.
- c. Provide the student with additional personalized help to assist the student in achieving goals.
- d. Provide assistance via the school counselor who will ascertain if there are other matters within or outside the school that need to be addressed in order to help the student succeed.

No changes will be made to the student's IEP without a formal meeting. The SWD coordinator will keep accurate and up to date files on all ESE Students at all times to ensure that students are receiving appropriate services through meetings with teachers and students, discussions with counselors, and conferences with the parents.

**Formative Assessments:** The school's effectiveness in serving special education students will be evaluated by collecting and analyzing student achievement data from a variety of sources. The school will analyze each student's scores on the TCAP assessments in order to assist in setting goals for the next school year. The standardized test scores for SWDs, as a group, will be compiled and evaluated to determine growth. These growth gains will be analyzed and used to evaluate the effectiveness of the program(s) in which the students participated. At the conclusion of each marking period, the SWD coordinator will make quarterly reports to the Principal on the progress of the students. These progress reports will include any concerns held by parents, students, special education staff, or teachers. Oxton Academy will ensure each of these measures are addressed through appropriate personnel and in a timely manner. The school leadership and SWD coordinator will ensure that students with disabilities as a whole are making appropriate progress, along with their non-disabled peers, to meet the necessary requirements for graduation.

- **Plans for promoting graduation for students with disabilities (high school only).**

If, upon entering Oxton Academy, any student including students with an Individualized Education Program (IEP) and/or 504 plan, who does not have an initial four (4)-year plan of focused and purposeful high school study, shall develop one. The plan of study shall be reviewed annually by the student and school counselor or faculty advisor and revised based on the student's academic progress and changes in the student's postsecondary interests and career goals. Results of various types of assessments will also be used in adjusting the plan of study.

The initial plan of focused and purposeful high school study shall be jointly prepared by the student, parent or guardian, school counselor or faculty advisor, and the IEP and/or 504 team as appropriate. High school faculty will collaborate in planning curriculum and the transition between middle grades and high school to every extent possible.

Students with disabilities will be provided accommodations in accordance with their IEP or 504 plan. English Learner proficiency level shall also be considered when determining if accommodations are needed. Needed accommodations and supports shall be reviewed at least annually. The IEP team must determine if a student with a disability should participate in the general assessment with or without accommodations or in the alternate assessment. To participate in an alternate assessment, the IEP team shall determine that alternate assessment is

more appropriate than the general assessment and that the student meets all three of the following eligibility requirements:

- (1) The student has a significant cognitive disability and adaptive skills that result in performance that is substantially below grade-level achievement expectations even with the use of accommodations and modifications;
- (2) The student is learning content linked to and derived from the Tennessee Academic Standards as indicated in the Alternate Academic Standards; and
- (3) The student requires substantial modifications, adaptations, or supports to meaningfully access the subject area content and requires intensive individualized instruction in order to acquire and generalize knowledge.

The IEP team shall rule out that the inability to achieve the state grade-level achievement expectations is the result of excessive or extended absences or social, cultural, or economic differences. Participation in the alternate assessment shall be determined at least annually. A student who meets the eligibility criteria and whose IEP team determines participation in the alternate assessment is appropriate shall be assessed in all four (4) content areas: ELA, math, science, and social studies.

As specified in State Board Policy 2.103, students with disabilities shall be included in regular classes to the maximum extent possible and with appropriate support and accommodations. To earn a regular high school diploma, students with disabilities shall earn the prescribed twenty-two (22) credit minimum. It is Oxton Academy's goal to graduation the majority of its special education students with a regular high school diploma supported by industry-specific training and at least one industry certification.

A special education diploma shall be awarded at the end of the fourth (4th) year of high school to students with disabilities who have:

- (1) Received special education services or supports and made satisfactory progress on an individualized education program (IEP);
- (2) Not met the requirements for a regular high school diploma; and
- (3) Have satisfactory records of attendance and conduct.

Students who obtain the special education diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old.

An occupational diploma may be awarded to students with disabilities at the end of their fourth (4th) year of high school who have (1) not met the requirements for a regular high school diploma; (2) received special education services or supports and made satisfactory progress on an IEP; (3) have satisfactory records of attendance and conduct; (4) have completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the Tennessee Department of Education; and (5) have completed two (2) years of paid or non-paid work experience. The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student's tenth (10th) grade year or two (2) academic years prior to the expected graduation date. Students who obtain the

occupational diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old. Many of Oxton Academy's SWDs may fit into this diploma option.

An alternate academic diploma may be awarded to students with the most significant cognitive disabilities at the end of their fourth (4th) year of high school who have (1) participated in the high school alternate assessments; (2) earned the prescribed twenty-two (22) credit minimum; (3) received special education services or supports and made satisfactory progress on an IEP; (4) have satisfactory records of attendance and conduct; and (5) have completed a transition assessment(s) that measures, at a minimum, postsecondary education and training, employment, independent living, and community involvement. The required credits may be earned either through the state-approved standards or through alternate academic diploma course requirements defined by the Department of Education. A student who earns an alternate academic diploma shall continue to be eligible for special education services under IDEA until the student receives a regular high school diploma or through the school year in which the student turns twenty-two (22).

(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;**

To be identified as an English Learner (EL) and/or transferring from a school in another country, placement must comply with appropriate procedures for students in the English for Speakers of Other Languages (ESOL) programs found within State Board Policy 3.207. Upon registration at Oxton Academy, all students will complete a required Home Language Survey (HLS) as a part of the registration packet. The HLS will be available in other languages as needed. The HLS is comprised of three questions regarding a student's language spoken at birth and within the home:

- (1) What is the first language this child learned to speak?
- (2) What language does this child speak most often outside of school?
- (3) What language do people usually speak in this child's home?

A "Yes" response to any of the Home Language Survey questions will be classified as NELB and require students to be referred for further English language proficiency assessment. High school students will be screened using the WIDA to assess students' aural/oral abilities. If needed, the parents should be interviewed to clarify any discrepancies in the HLS.

Unless an NELB student has documentation from a previous state or LEA that he or she has met the definition of fluent English proficient (FEP), the School will assess all NELB students with the state-approved English language proficiency screener to determine whether the student qualifies for ESL services. All NELB students who are determined to be an EL shall be provided ESL services through an allowable service delivery model.

The School will communicate information related to testing, placement, and ESL services to all LEP parents in the language and method that the parent can understand, to the extent practicable. Parents shall be informed of the ESL program type to be used, length of time expected for completion of ESL services, how the child was assessed for entrance to services, and options



related to program types if available. Parents of ELs shall be informed of the right to refuse placement of their children in ESL programs. If the parent refuses direct ESL services for the student the general education classroom teacher shall be responsible for providing appropriate accommodations as outlined in the student's ILP. Appropriate accommodations will also be provided on assessments.

- **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;**

In addition to using required ESOL strategies by teachers who teach ELs, additional instructional model(s) and/or approach(es) will be used to ensure comprehensible instruction. These include, but are not limited to the following:

- **Sheltered English and Sheltered-Core/Basic Subject Areas:**

ELLs are grouped by grade levels and receive comprehensible instruction from teachers in Language Arts through ESOL. Bilingual teachers or paraprofessionals provide native language support. Other subject area instruction is provided by a teacher using native language support and/or with the assistance of a bilingual paraprofessional. Students are mainstreamed in classes such as art, music, and physical education.

- **Content Based Instruction:**

Students are scheduled in academic courses based on their previous schooling as documented by their school records/transcripts and programmatic assessments. In addition, teachers evaluate students' content area knowledge on an ongoing basis and recommend appropriate class placement. ELs receive comprehensible instruction through ESOL instructional strategies. Language skills are developed through the content areas (i.e. language arts, math, science, social studies).

Regardless of the approach implemented, ELs receive instruction that is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate Standards, benchmarks and course descriptions. Textbooks and other instructional materials used with ELs are the same as those used with non-ELs in the same grade. School site administrators are responsible for monitoring the implementation of ESOL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials audiovisuals, and through grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book.

Instructional delivery, not content, is modified to meet the needs of ELs. Teachers of social studies, science, mathematics and computer literacy are certified in their assigned subject areas and receive appropriate ESOL training. Teachers of Language Arts/Reading and elementary grades are also certified in their areas, and will be required to obtain appropriate ESOL training. The following are some of the approaches used by teachers to ensure that comprehensible instruction is provided for the ELs:

- Teacher/paraprofessional-student interaction in both languages when possible
- Curriculum is structured so that prior knowledge is considered.
- Methods and materials used in the program reflect second language acquisition strategies and needs.
- All subject matter is introduced in English, using ESOL instructional strategies, to ensure comprehensible instruction.

It is the responsibility of the teacher to ensure that the student understands the instruction being provided

- **Plans for ensuring individual learning plans (ILPs) are maintained and addressed; and**

To ensure that instruction provided to ELs is equal in amount, sequence and scope, the school principal and guidance department staff or designee, will take appropriate steps in the placement of ELs. Programmatic assessment and academic placement reviews are documented at time of entry and prior to placement into the ESOL program. District staff will be requested to assist Oxtan Academy in ensuring that ELs are appropriately assigned to grade and class level, with special attention to the placement of ELs in all available coursework and programs as non-ELL students. This is accomplished by following the curricula frameworks and by the utilization of the following resources:

- Grade-level State/District adopted materials
- District-recommended supplementary ESOL materials
- ESOL Instructional Strategies Matrix and Addendum
- Developmental Language Arts through ESOL Instructional Frameworks

Administrators and the ESOL Contact/Coordinator will monitor instructional programs for ELs throughout the year. Lesson plans will be reviewed to ensure that ESOL strategies are being implemented and each set of standards is addressed. Classroom walk-throughs will be conducted by administrators and the ESOL Contact/Coordinator to ensure that ELs are receiving comprehensible instruction.

- **Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.**

The progress of ELs will be reviewed biannually during EL plan development. At that time, all data will be reviewed to determine if students are making progress towards English language acquisition. The flexible block schedule provides additional time for students to master the most challenging areas, while a team of teachers collaborate and adjust lessons that allow students to use their strengths throughout the learning process. Administrators will be responsible for monitoring the implementation of strategies by the classroom teacher using the CWT model. Evidence can be observed during classroom visits, review of lesson plans, use of materials and audiovisuals, and grade book notations. All teachers of ELs document the EL strategies used for

each lesson in their lesson plans. Some of the EL strategies used to assist students include, but are not limited to Marzano’s High Yield Strategies summarized in **Chart 3**.

**Chart 3: High Yield Strategies**

Strategy	Research	Implementation
Identifying similarities and differences	Students should compare, classify, and create metaphors, analogies and non-linguistic or graphic representations.	Thinking Maps, QAR, T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers.
Summarizing and note taking	Students should learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into own words.	Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports.
Reinforcing effort and providing recognition	Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible rewards.	Hold high expectations, display finished products, praise students’ effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, authentic portfolios, stress-free environment, high-fives.
Homework and practice	Teachers should vary the amount of homework based on student grade level (less at the elementary level, more at the secondary level), keep parent involvement in homework to a minimum, state purpose, and, if assigned, should be debriefed.	Retell, recite and review learning for the day at home, reflective journals, parents are informed of the goals and objectives, grade level teams plan together for homework distribution.
Nonlinguistic Representations	Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge.	Visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldables, act out content, make physical models, etc.
Cooperative learning	Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse. Assign roles and responsibilities in groups.	Integrate content and language through group engagement, reader’s theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects, debates, jigsaw, group reports, choral reading, affinity diagrams.

Strategy	Research	Implementation
Setting objectives and providing feedback	Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion.	Articulating and displaying learning goals, KWL, contract learning goals, etc. Teacher can display objectives on the in-focus projector and follow-up on the mastery of the objective at the end of the lesson.

Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001)

Further, to complement the work of Marzano, Oxton Academy’s faculty will consistently implement six key learning strategies also embedded in the Apex Curricula and proven to be successful with second language students, SWDs and other struggling learners. These include:

- Focus on essentials.
- Make linkages obvious and explicit.
- Prime background knowledge.
- Provide temporary support for learning.
- Use conspicuous steps and strategies.
- Review for fluency and generalization.

Moreover, struggling readers, SWDs and ELs all can benefit from the affordances of online curriculum. Multimedia design principles, such as placing visual representations in a location and context that allows for simultaneous processing (visual and verbal) without the two channels competing with each other are integral to the Apex Learning System.

All instruction is aligned with the appropriate State Standards, benchmarks and course descriptions of their respective classes. Textbooks and other instructional and supplemental materials used with ELs are the same as those used with their non-ELs peers in the same grade.

Students may be exited from the ESOL program only if they meet the criteria specified for exit as outlined in State Board Policy 3.207, which includes achieving proficiency on all language domains of the WIDA ACCESS. English learners who score 4.4 composite or higher and 4.2 or higher for literacy on the WIDA ACCESS shall be exited from ESL direct services. Students who exit ESL direct services shall be considered transitional ELs for four (4) school years.

Students in the first (1st) and second (2nd) years of transition are referred to as T1 and T2 respectively. Students in the third (3rd) and fourth (4th) years of transition are referred to as T3 and T4 respectively. During this transition period, ESL direct service is not required for T3 and T4 students. However, T3 and T4 students will be included in the LEA’s EL subgroup with T1 and T2 students for accountability purposes.

Per State Board Policy 3.207, transitional ELs shall be served in the general education classroom. T1 and T2 ELs shall be monitored for two (2) years. If a transitional student demonstrates difficulty in the general education classroom, academic interventions will be provided as it would be for students in general education. Accommodations shall be utilized to support the student. The School will collaborate with the LEA in applying its written procedure

for reclassification if academic or non-academic interventions are unsuccessful. Oxton Academy will follow the LEA's written procedure prior to reclassification. The same procedure must be followed in a consistent and equal manner for all students.

Only ELs who are taking alternate exams for TNReady, as determined by his or her IEP team, may be considered for exit from ESL services through the WIDA ALT assessment. English learners who score a P1 composite or higher and P1 literacy or higher on the WIDA ALT shall be exited from ESL direct services. All students who exit ESL direct services shall be considered transitional ELs for four (4) school years and shall be monitored in the first and second years of transition (T1 and T2).

- (e) **Describe the following related to at-risk students:**
- **Methods for identifying at-risk students through academic and behavioral processes; and**

The mission of Oxton Academy is to serve those students who require academic success that is supported by innovations in curriculum, teacher training, and a safe and nonjudgmental physical environment. In support of its mission and vision, the school will target and recruit those students, considered to be at-risk, who have not achieved their individual learning capacity in the traditional school setting and require additional interventions and innovative strategies to meet state standards and graduation requirements. Students will receive targeted instruction and accommodations that can provide them with the tools to achieve high academic standards and successfully complete a career-focused high school program that will enable them to graduate, gain and maintain employment, and, if so desired, access postsecondary educational programs.

Among the target population, Oxton Academy will recruit those students, ages 16-19, who have dropped out of school in order to reconnect them to a positive and flexible learning experience. Among the characteristics sought in the target student population will be those overage for grade, with high absenteeism, low number of credits earned, and/or whom their peers have not socially accepted. Oxton Academy will also endeavor to identify overage for grade students in eighth grade that may be ready to transition to high school with a very limited skill base. Upon acceptance, students will be counseled regarding their academic needs and must select one of the designated career academy pathways on which they will receive specific, career related instruction. While students are free not to pursue their chosen pathway upon graduation, during their matriculation at Oxton Academy, each will undertake rigorous career training that complements core coursework and leads to industry certification. Since many students may enter Oxton Academy with academic deficiencies not properly mitigated before they were allowed to enter high school, the School will employ a Response to Instruction and Intervention (RtI<sup>2</sup>) approach involving pre-screening with an online diagnostic assessment in reading and mathematics, high-quality instruction and intervention, progress monitoring, and the use of data to make instructional decisions. The key to a successful implementation at the secondary school level includes the use of early intervention and tiered instruction to provide the necessary support structure for struggling students.

The philosophical foundation of Oxton Academy's educational program is career preparation. The proposed school focuses on delivering the academic foundation, which is based on meeting Tennessee's Academic Standards, combined with career skills necessary to allow students a

smooth and successful transition to the workforce immediately following graduation – if so desired. Through a focused recruitment effort making parents aware of this option, they will see this as an opportunity for a child to attain knowledge and proficiency necessary to prosper in their areas of interest and to be qualified for high wage, high demand employment. The school will provide rigorous competition within the District's public schools for students who are frequently labeled as hard to teach, thereby complementing traditional high school programs and stimulating continual improvement. The educational program at Oxtan Academy is specifically designed to meet the needs of a diverse population of students who have a record of low performance, may have special educational needs, and are clearly at-risk of not meeting their graduation requirements. The school will provide parents and students with another educational option that may better meet students' diverse needs and expand the capacity of the public school system.

- **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.**

In order to engage and motivate its students, while supporting academic proficiency, Oxtan Academy will create an educationally conducive learning environment for its students. Whether one chooses to use the terms “recover,” “reconnect” or “re-engage,” the substance of this action must be predicated not only on academic growth, but on social and emotional growth, as well. If a school, its teachers and administrators do not understand this concept they are limiting the potential success of a high number of their students. All individuals, and particularly this fragile group of learners, want to experience success. Success is a strong motivator, so by creating a school environment, which enables students to succeed in spite of previous social, emotional, or academic struggles, the most difficult challenge to this group has been addressed.

In order to achieve its mission, Oxtan Academy has structured its educational program around what research has shown to be key components for successful high school programs for high needs students. The program will include the following:

#### **Career Academy Focus**

Oxtan Academy will provide a structured educational program that combines classroom-related instruction and training in which students can acquire the practical and technical skills in the one of several high-demand and engaging career pathways. Research has shown that enrollment in a career academy significantly decreases the drop-out rate of at-risk students.

#### **Personalized Learning Program**

Oxtan Academy will provide students with a personalized learning program that is designed to accelerate each student's progress toward the accumulation of course credits, resulting in increased student achievement, grade promotion, and a high school diploma. Each student will be provided with individual attention, foundational skills development, and social, emotional, and behavioral support needed to address specific individual challenges and deficiencies to advance to or excel beyond their age-appropriate grade level. Teachers will work closely with students to provide core and remedial instruction that meets their individual academic needs.

Upon enrolling, students will participate in an orientation to clarify the focus of the school and expectations for students and parents. They will also complete a career interest inventory to determine the “best fit” from among the available career academy options. They will be introduced to the curriculum and create user accounts for the self-paced instructional software programs and learn how to use them. During orientation, students will also complete a personalized **Individualized Learning Plan** with a focus on graduation and a career. The plan will include the following essential components:

- Review of transcripts and all courses required for graduation.
- Personalized individual goal statement developed by each student.
- Assessment results of foundational reading, writing, and math skills levels.
- Plan for skills remediation and target learning gain goals
- Identification of any social/personal barriers to success and referral to appropriate service providers.
- Career interest inventory results and choice of career academy.
- Individual plan for transition into post-secondary pathway.

To support students with completing this plan, students will individually review their transcripts with the guidance counselor and their parent(s). Each student will be assigned a staff mentor who will help to identify and address barriers to success, including a review of core student services and providers available to students. Teachers will administer assessments and receive disaggregated reports that will be critical in monitoring students, particularly those who have not previously passed state assessments.

### **Literacy Focus Across All Content Areas**

A primary focus of the School will be to increase students' literacy skills. Students' college-career readiness is dependent upon high quality learning opportunities in content area and elective classrooms. Instructional practices will be used to help students develop literacy skills for critical thinking and content area mastery. Content area teachers must be trained to use and to teach learning strategies that are effective for their subject areas. The Lead Teacher will model lessons in the classroom to demonstrate the infusion of reading in the content areas. Extensive professional development will be offered to assist teachers in incorporating literacy standards in social studies, science, and technical subjects. The use of complex texts of varying lengths along with challenging, text-specific questions will help students better understand content area texts and textbooks.

### **Social and Emotional Learning**

The School's program will address the "whole child" and offer an array of supports to enhance each student's chance for success. Research indicates that social and emotional learning (SEL) programs assist students not only in dealing with daily struggles, but also increase students' academic skills. There is evidence that drop-out prevention strategies at the high school need to begin early. Short, weekly lessons teach students about how nutrition, rest, social interaction, and mindset affect mood, energy and academic success. The lessons are followed by booster sessions where students report on their progress and long-term goals. The total length of the program,

which includes lessons and booster sessions, is eight weeks. Throughout the program, the students learn reflection, motivation, peer counseling, anger management, time management, conflict resolution, empathy, tolerance and study skills. The small group model is for students who require additional interventions and focuses on self-improvement through mindfulness, modification of behavior, goal-setting, journaling and study skills. Selected teachers will receive appropriate training in implementing the program delivered through the Student Advisement time.

### **Technology-Enhanced Learning**

The school will utilize technology as an interactive tool to engage students more effectively and increase student learning. The digital curriculum allows students to progress at their own pace while documenting achievement on academic standards. Engaging multimedia presentations, effective modeling and scaffolding of concepts assist students with more difficult aspects of content area skills. Classes offered in 85-minute, flexible blocks allow students additional time and opportunities to seek help from the content-certified teachers present for any question or issue a student may experience.

Additional strategies have also been provided in previous sections of this application including 1.9 (b) and (c) for those students entering with an IEP or who may be identified as having a disability.

- (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**

Due to its student recruitment and instructional focus, Oxton Academy does not anticipate having a specific gifted program. However, as the School may accept some students who have a gifted eligibility and may qualify for higher-level coursework, Oxton Academy will assist those students attaining their high school diploma with an added benefit of career planning and instruction in accordance with their respective IEP. Included, but limited to the following, Oxton Academy will provide several opportunities including the *Move on When Ready* graduation option, dual enrollment courses and AP courses via Apex Learning. As required, teachers involved with the delivery of content to gifted students will have appropriate gifted certification or endorsement. Each can assist the capable and motivated learner to achieve at a higher level with a focus on post-secondary options and career preparation.

- **Plans for monitoring and evaluating the progress and success of intellectually gifted students.**

Parents will be advised of the School's offerings for those students who enter Oxton Academy with a gifted eligibility. If the qualifying student does not already have an Individual Educational Plan (IEP) for gifted, one will be developed in consultation with the parents, appropriately maintained and monitored through meetings held in accordance with Sponsor's guidelines inclusive of a full review of the student's academic history and standardized test scores. The student is then provided the appropriate services, which may include placement in higher-level



courses, with the guidance to help leverage their talents to complete the graduation requirements in the shortest possible time frame. The curriculum and student schedule have the flexibility to provide the necessary program enhancements to assist gifted students in obtaining the credits and assessment levels needed, while preparing them for the world of work and post-secondary training. All Apex courses include formative, progress monitoring that follows the student's progress and the degree to which the individual's unique talents are being addressed.

## 1.10 School Culture and Discipline

### In this section:

- (a) **Provide as Attachment B the Student Handbook and/or forms that will be provided to or required of students and families.**

Please see **Attachment B**

- (b) **Describe the desired school culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the school's mission, goals, and objectives.**

Expectations for student conduct and behavior must be consistently applied. By using the District's established code of conduct, Oxtan will bring a level of familiarity and student expectation to the School. However, the approach to supporting those expectations will take the form of empowering both teachers and students as a major impetus behind creating a positive school culture at Oxtan Academy. Schools are established for the benefit of all students. The educational purposes of the schools are best accomplished in a climate of student behavior that is socially acceptable and conducive to the learning and teaching process. To that end, students will be empowered to take an active role in the development of and oversight of appropriate school behavior. This process will be based upon a climate of mutual respect and open communications. As in a college setting, students are expected to be responsible not only for their behavior, but also for their learning.

To further support a culture based on individual responsibility and ownership of behaviors, Oxtan Academy will create a physical environment that resembles a college and/or work place. The campus will be designed with a more informal learning environment with the feel of an office. There will lounge areas and informal meeting spaces for studying and collaboration.

Maintaining a safe and orderly campus is central to providing an effective, nurturing learning environment, regardless of the students' location within the greater school environment. The Governing Board, Administration, and staff of Oxtan Academy will be dedicated to maintaining such an environment. Student Achievement is the top priority of the school, and student behavior is inseparably connected to student achievement. In order to achieve this, Oxtan Academy has elected to implement a comprehensive program that engages all stakeholders: students, parents, teachers and administrators. All stakeholders will be trained in collaboratively developing and supporting a safe and civil school environment. Further, one of Oxtan Academy's goals is to ready students for productive citizenship upon graduation. Therefore, individual development of self-discipline, along with the promotion of self-direction is strongly supported and encouraged. Students will be provided specific freedoms within the framework of school policies, allowing them opportunities to learn, to make choices, and to assume responsibility for their actions. Consequences for chosen behaviors will be administered when freedom is abused and rewarded with greater freedom when growth is shown.

Through the implementation of a flexible, block schedule students will realize that the structure of Oxtan Academy is different from most traditional schools they may have experienced. Further, with easy access to their teachers and counselors, Oxtan Academy students and parents

will find engagement with a caring and interested adult can mitigate a number of underlying issues that can lead to inappropriate behaviors.

- (c) **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.**

Even before the first day of school, students and their parent(s) participate in an orientation to Oxtan Academy. This is also true for students who may choose to enter at mid-year. At this time, the student's academic and behavioral records are reviewed and discussed. The student and parent are provided a copy of the Student Handbook and the School's approach to discipline is discussed as well as the Social/Emotional Learning (SEL) component of Oxtan Academy's program. The school's program will address the "whole child" and offer an array of supports to enhance each student's chance for success. Research indicates that social and emotional learning programs assist students not only in dealing with daily struggles, but also increase students' academic skills. There is evidence that drop-out prevention strategies at the high school need to begin early. Short, weekly lessons teach students about how nutrition, rest, social interaction, and mindset affect mood, energy and academic success. The lessons are followed by booster sessions where students report on their progress and long-term goals. The total length of the program, which includes lessons and booster sessions, is eight weeks. Throughout the program, the students learn reflection, motivation, peer counseling, anger management, time management, conflict resolution, empathy, tolerance and study skills. The small group model is for students who require additional interventions and focuses on self-improvement through mindfulness, modification of behavior, goal-setting, journaling and study skills. Selected teachers will receive appropriate training in implementing the program delivered through the Student Advisement time. Each student will also be assigned a staff mentor who will help to identify and address barriers to success, including a review of core student services and providers available to students.

Additionally, parents have an important role to play in monitoring their child's overall progress at Oxtan Academy. Just as they will participate in the orientation process, parents will receive periodic messages from the administration or staff in a chosen method (e.g. call, text or email). They will have the ability to log on to a parent portal to retrieve current academic or other student information relative to the student's overall progress.

- (d) **Explain how the school culture will embrace special populations, including students with disabilities, English Learners, and students at risk of academic failure or dropping out.**

The overall school culture and how it will be operationalized is especially applicable for special populations. The SEL approach, the use of teacher mentors and the more personalized teaching/learning structure create a more positive environment for those students requiring a different or more unique approach to school.

Guiding the academic performance of Students with Disabilities (SWDs) or English Language Learners (ELs) is an IEP or EP respectively. As with regular education students' ILPs, the student's educational plan looks at strengths and deficiencies to help structure an educational environment, which is most conducive for the learner, supplemented with modifications delineated in the IEP or EP. To support this process, the flexible block schedule at Oxtan

Academy provides additional time for students to master the most challenging areas, while a team of teachers augments lessons that allow students to use their strengths throughout the learning process. The additional advisement, tutoring and/or mentoring time is also ideal for staff to ascertain any issues or concerns that are not being addressed through the regular class periods. Moreover, as with academic issues, Oxton Academy will use the RtI<sup>2</sup> and School Base Team approach to address specific behavioral issues that may arise during the school year that may have not been identified prior to admittance to the Academy.

- (e) **Provide the student discipline policy as Attachment C (if not already included in Attachment B of the school handbook).**

Oxton Academy will adopt the Authorizing District's Code of Student Conduct (STS-M001) and Discipline Policy (INS-A083).

- (f) **If not addressed in the student discipline policy, describe the philosophy for student discipline that supports the proposed school's model, including:**

- **Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;**

Included in Code of Student Conduct (STS-M001)

- **A 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; 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;**

Included in Code of Student Conduct (STS-M001)

- **An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings;**

Included in Code of Student Conduct (STS-M001)

- **The job description and qualifications of the administrative individuals responsible for carrying out the school's discipline policies; and**

The School's Principal and Assistant Principal will be those responsible for administering the Discipline Policy per the Code of Student Conduct. Their job descriptions are included in **Attachment Y**.

- **How students and parents will be informed of the school's discipline policy.**

The Student Handbook addresses this with acknowledgements from the student and a parent.

## 1.11 Recruitment and Enrollment

In this section:

- (a) **Provide as Attachment D the proposed school's 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 and run a lottery, if necessary (considering the authorizer's open enrollment and lottery schedule);
  - Nondiscriminatory admission policies, pursuant to T.C.A. § 49-13-107;
  - Any proposed articulation plans or agreements, pursuant to T.C.A. § 49-13-113;
  - Identification of any pre-admission activities for students or parents; and
  - Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.

Please see **Attachment D**.

- (b) **Describe how parents and other members of the community will be informed about the proposed school. How are you assessing the demand for your school?**

A comprehensive advertising and promotional plan will include the use of print, broadcast, and online media to disseminate information about the School's educational program and open enrollment period. The promotional plan to be followed in publicizing Oxtan Academy will be designed to reach all Montgomery County communities and all racial/ethnic groups of both genders within them. Moreover, Oxtan Academy will seek to collaborate with the guidance departments of established public middle and high schools to make them aware of the opportunities available at Oxtan Academy for non-typical, struggling or disenfranchised youth. These students will most likely be overage for grade and may be exhibiting high absenteeism and/or acting out behaviors brought on by the traditional structures currently in place.

Recruitment efforts for Oxtan Academy will include students in grades nine through twelve (approximately ages 14-21) and will target those with a desire to receive a career-oriented education within a flexible, student-centered learning environment. As a result, selected students will have a goal of readiness for both post-secondary education and the workplace. A student population reflective of current, disenfranchised students or students with whom the traditional educational community was not successful, combined with a focus on career preparation shall be promoted and encouraged through an established and open admission process.

In order to create a small, student-centered educational environment with personalized learning, the enrollment capacity of Oxtan Academy will be under 300 students. Current State data shows a very positive, average graduation rate for CMSS high schools at just below 95%. However, with a District enrollment of almost 36,000 students there are some 1791 students who are not achieving the traditional graduation benchmark with 2.3% students actually dropping out of school. This reflects the percentage of students who dropped out without graduating and earning a diploma. In addition to any recent dropouts, Oxtan will seek those students who may be struggling in their current high school situation, seeking a GED, home

schooled students, or those seeking an alternative to a large comprehensive high school. Chronic absenteeism among economically disadvantaged students is over 25% across the District and the average college/career readiness for CMCSS high schools is at 40% based on the most current data available. School leadership believes that there will be a sufficient number of applicants to meet enrollment projections.

- (c) **Describe your plan to recruit students in your pre-opening year, including the strategies, activities, events, responsible parties, and a timeline. What established community organizations are you targeting for marketing and recruitment? Consider pre-schools, civic groups, camps, summer programs, faith-based institutions, etc.**

By publicizing the availability of Oxton Academy throughout the geographic area the School will serve, the School's demographic composition should generally mirror that of the local public schools. The school will provide copies of its promotional materials in various languages per demographics and announcements to local community organizations to make sure that target families (e.g. single-parent families, low socio-economic households, etc.) are aware of the school and their eligibility to apply for enrollment. In particular, School leadership is in the process of meeting with representatives from local churches to share information regarding the focus of the prospective new high school.

The school will post flyers in local public facilities such as the post office, community centers, and other locations of public access – including sporting events, in order to reach parents to inform them of the educational opportunity available for their children. The community will be made aware of the school's high expectations for student achievement in school as well as after graduation due to the school's personalized learning environment and career training. This approach will promote interest among parents who may feel their child's current school has not provided the type of supports necessary for the child to achieve at a higher level. Recruitment bulk mailings will be sent to students of local middle schools within the area to be served. Oxton Academy may also prepare a public service announcement for broadcast on local radio and a press release for dissemination to all the major print media in the county so that the general public can be made aware of the enrollment period and location of the school. The School will also seek to collaborate with Guidance Counselors at area middle schools to help identify students fitting the profile of Oxton Academy's target population. Oxton Academy will also use social media to attract a student element looking for a different educational option. The Sponsor and school leadership will access the faith-based community to make both formal and informal presentations to parents.

The marketing of the school has already begun with the development of the first two stages: engagement of industry partners (as already evidenced by state approval of grant proceeds for that milestone) and partnerships with higher education that are already in place with Bethel, Austin-Peay, and TCAT. Upon approval of the charter application, the sponsor already has a grant allocation in excess of \$100,000 (also approved by the state) to conduct parent meetings, social media advertising, direct mail, and local print ads to build a base of understanding and acceptance of a smaller school that is targeted to those students who may require a more individualized experience. The marketing will be released in stages that would commence within nine months of the expected school opening.

- (d) **Describe how students will be given an equal opportunity to attend the proposed school. Specifically describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.**

As described in previous sections of this application, Oxton Academy will specifically be targeting families and students delineated in part (d). Marketing will focus on community organizations and churches that serve families in poverty along with those who provide services to students with disabilities and English learners with marketing materials in multiple languages. Advertisements in newspapers and over radio will help to target dropouts, struggling students and those who have not been successful in traditional high school programs. Oxton Academy will also seek the cooperation of local businesses and industries to help inform employees and patrons of this unique and new educational opportunity.

- (e) **Describe student recruitment after the proposed school has opened. How will it differ from pre-opening recruitment? Note: for existing operators, please identify how this will differ from current enrollment strategies.**

Once the proposed School has opened, future recruitment efforts will be tailored to achieving balance and diversity among the students. As students may enter Oxton Academy at different grade levels during its initial year, it may be necessary to limit growth at certain grade levels, while seeking to recruit others to balance the School's program. Moreover, with its limited overall capacity, Oxton Academy may have to resort to a lottery system should the number of applicants exceed the available space. All enrollment processes are subject to the requirements of Tennessee State Board Rule **0520-14-01-.04**.

## 1.12 Parent and Community Engagement and Support

- (a) **What feedback regarding the startup of the proposed school has been provided by the community, and how has this feedback been incorporated into this application?**

Oxton Academy's sponsors have created a dialog with many of Montgomery County's industries and is now active in working with faith-based community, minority populations associations, and schools of higher education. **The Clarksville Chamber of Commerce** met with school leaders and has developed an ongoing process of brokering meetings with industry leaders. **The Industrial Board of Development (IDB)** co-hosted a meeting with the Chamber and permitted a school representative to make a presentation to local community business representatives. **LG Electronics**, a worldwide leader in the manufacturing of home appliances was present at the meeting and met with a school rep at its facility, leading to an agreement to continue their support for the school's growth and development. **Hankook** had a team of HR staff meet with the school rep to discuss curriculum needs, and the head of their HR department committed the company to providing advice and possibly lab equipment to feed their hiring pipeline. Meetings are currently scheduled with the faith-based community, and ongoing dialogue with Hispanic associations will lead to meetings that will engage families in the development of school curriculum and extra-curricular activities. Oxton Academy is also collaborating with **Austin-Peay State University**, **Tennessee College of Applied Technology** and **Bethel University** for the purpose of building bridges for college articulation in their industry certification programs through a dual enrollment track that may provide pathways to summer camps and on-campus learning throughout the school year during the school day. The Sponsor is also working with facility heads to explore the opportunity of leasing space on college campuses for the school site. This will provide Oxton Academy graduates with an important option for post-secondary training and degree opportunities.

The need to focus on disenfranchised youth for whom the traditional high school program has not been successful is supported by many community organizations and local church leaders. Moreover, with several major manufacturing industries located within the greater Clarksville community, the need to provide gateway training for high school graduates is critical for the general workforce. These two key components specifically supported by community input are integral to the Sponsor's application.

- (b) **Describe how you will engage parents and community members from the time that the proposed school is approved by this authorizer through the school's opening.**

Once approved, Oxton Academy will make a concerted effort to inform the community about this new educational opportunity and its targeted group of students. This approach will include the distribution of flyers in multiple languages (as needed) and related information at various community events, festivals, and shopping venues. Ads on local radio stations will be researched in order to reach the target population. The school will also create a social media presence with targeted Email and ads. Staff will visit activities at local events and at local churches, especially in bi-lingual neighborhoods to convey information relevant to the School's location and program. The School will host an open house(s) and provide tours to parents in addition to using bulk mailing of information and a billboard if needed to draw attention to the School's presence.



Oxton Academy also recognizes that parental/family involvement is a factor necessary to improve student achievement. The school will create a collaborative environment in which parents and families of students are encouraged to be involved. Parents will be asked to take an active role in their child's academic progress as well as to help out with other school activities and events. Parents will have a number of opportunities for involvement in their child's education. Parents will be encouraged to visit the school and to participate in school functions and events throughout the year, including school-sponsored workshops, parent nights, report card conferences, and student award ceremonies. Parents of all enrollees will be asked to attend an orientation session with their child during which time opportunities, expectations, and requirements of the program are clearly explained. This will set the stage for the school's expectations for student progress and achievement. The school will establish a mutually agreed upon method for home school communication. The school will ensure that communications with parents are provided in their native language, if necessary. Parents and the community will be notified of all Governing Board meetings conducted throughout the year.

Parents will be encouraged to serve on school committees such as the Career Academy Advisory Boards and School Advisory Committees. This allows parents, staff, and school leadership to collaborate on school improvement activities. The purposes of such advisories will be to:

- Provide a venue for feedback among all partners and give a voice to the community
- Agree upon community-related goals for the school program
- Make constructive recommendations for school improvement
- Establish relationships with members of the broader community and recognize their value
- Provide information to the community about the purpose, vision, and mission of Oxton Academy.

Oxton Academy will employ a diverse staff who will represent the community in language, culture, and responsiveness to the needs of the children. Weekly communications in specific languages will be established through email, website, and phone calls to all non-English families, as established by the Individual Learning Plan that would be developed for each student at the start of his or her high school experience.

Additionally, the school's Governing Board will recruit and appoint a parent of a student at Oxton Academy to serve as a member and to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and assist the Board in resolving any disputes that may arise.

School administrators, guidance counselors, and other support staff will be responsible for establishing partnerships with community agencies that provide social and intervention services to students and families. The goal of these partnerships is to provide a broader set of services that will help the student and family handle circumstances that interfere with learning and academic success. The Sponsor believes in engaging and establishing viable relationships with community resources that are available to students and parents. As previously mentioned, the Sponsor will also continue to dialog and build relationships with the local Chamber of Commerce and local industries that could benefit from graduates with industry certifications ready to enter the workforce.

- (c) **Provide, as Attachment E, any of the following: 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/or reflects the community's needs and interests.**

Please see **Attachment E**.

- (d) **Outline how the proposed school will engage parents and community members in the life of the school (in addition to any proposed governance roles).**

Parents will be offered opportunities to participate in seminars and workshops geared toward helping them understand their role in supporting their child, as well as understanding the educational system, assessments and graduation requirements. Community organizations and local institutions of higher learning will be invited to participate in these events in order to inform families of available resources and supports that could assist them and their children.

Local industries will be asked to support the career education programs through providing job shadowing, internships, equipment, speakers and other supports that can assist with Oxton Academy's career pathways. Industry representatives can also encourage students' efforts and pursuits in the various career pathways available. Especially those that align to their own unique needs.

- (e) **Describe how parents will be informed and educated on all school policies and any commitments or volunteer opportunities the school will seek from, offer to, or require of, parents.**

Parents will have a number of opportunities for involvement in their child's education. Parents will be invited to attend a pre-admittance/orientation session with their child during which opportunities, expectations, and requirements of the program will be clearly explained. This will set the stage for expected student progress and achievement. The initial meeting will be followed by other required meetings/conferences during the school year to keep parents informed and involved. This will be supplemented by mailings to homes, newsletters and phone calls and Email from teaching staff, counselors and school administration. Parents will be encouraged to visit the school and to participate in school functions and events throughout the year, including school sponsored workshops, parent nights, and student award ceremonies. Parents may also volunteer to tutor, or provide other types of support through School administration.

Oxton Academy is a choice school that recruits students with an interest in Career Academy Programs that lead to work, higher education, and productive citizenship. Performance, behavior, and attendance are foundational qualities for success in education, employment, and life in general. Because of the ultimate importance of those qualities to the student, Oxton Academy's philosophy supports establishing positive life-long patterns of conduct as part of the high school educational process. Further, because Oxton Academy's prospective student population may have encountered various issues in the past that could serve to undermine the ultimate success of the student, a general Admissions Contract is required of all students seeking

to enroll. Student and parent contracts will effectively be used by the School's administration to control and correct inappropriate student behavior, lack of attendance or other issues that could prove a detriment to the student or other students at the School. A copy of this contract is available in **Attachment B**.

The contract will be based on the Student Handbook, which will be edited with input from staff and students. In the meantime, the Authorizer's Code of Conduct will be referenced Handbook will serve as the basis for the contract. Violation of any part of the Admissions Contract initiates a parent conference. During the conference, discipline is assigned, a corrective plan is developed, and a specific contract, to be signed by parent, student, and a school administrator, is developed that clearly delineates expectations and ramifications of violating the contract. Continued violation of contractual obligations will result in progressive discipline up to the withdrawal of the offending student.

For all students, not legally emancipated, parents or guardians will be responsible for signing an Oxtan Academy contract(s) on behalf of their child(ren). Said contracts may include, but are not limited to the following acknowledgements:

- The parent(s) or guardian(s) will review and support all items set forth in the Code of Student Conduct, which will initially be one and the same as that of the Sponsor.
- The parent(s) or guardian(s) acknowledges and agrees to the attendance policy.
- The parent(s) or guardian(s) agrees to attend all required conferences/meetings set forth in the contract.
- The parent(s) or guardian(s) agrees to provide transportation for their child(ren).
- The parent(s) or guardian(s) will encourage their child(ren) beyond the school day with their support and guidance.

(f) **If not already identified, describe any programs you will offer to parents and/or the community and how they may support the school mission and vision.**

In order to ensure substantial parent and community involvement, the Sponsor and board members will meet with local stakeholders to explain the program and recruit representatives, including parents to serve on a School Advisory Council (SAC). The SAC, with parent participation, will be formed during the first semester of the school's operation. The purposes of the SAC will be to:

- Provide a venue for feedback among all partners and give a voice to the community.
- Agree upon community-related goals for the school programs.
- Make constructive recommendations for school improvement.
- Establish relationships with members of the broader community and recognize their value.
- Provide information to the community about the purpose, vision, and mission of Oxtan Academy

Parents will have a number of other opportunities for involvement in their child's education. Parents will be invited to attend a pre-admittance/orientation session with their students during which opportunities, expectations, and requirements of the program will be clearly explained. This will set the stage for expected student progress and achievement. The initial meeting will be followed by other required meetings/conferences during the school year to keep parents informed and involved. This will be supplemented by mailings to homes, newsletters and phone calls and Email from teaching staff, counselors and school administration. Parents will be encouraged to visit the school and to participate in school functions and events throughout the year, including school sponsored workshops, parent nights, and student award ceremonies.

Community members and local business owners, who recruit employees with experience or industry certifications from any of Oxton Academy's programs will be invited to take an active role in supporting the curriculum and focus. Such representation on Academy Advisories provides current work force skills, demands and requirements necessary to appropriately prepare students to enter a particular career upon graduation.

School administrators, guidance counselors, and other support staff will be responsible for establishing partnerships with community agencies that provide social and intervention services to students and families. The goal of these partnerships is to provide a broader set of services that will help the student and family handle circumstances that interfere with learning and academic success.

## SECTION 2: OPERATIONS PLAN AND CAPACITY

### 2.1 Governance

- (a) **Describe the composition and size of the governing board and board committees. Explain how the proposed governance structure and composition will ensure there will be active and effective representation of key stakeholders and will ensure the proposed school will be an educational and operational success.**

Oxton Academy's governing board will begin as a small cohesive group of three, dedicated individuals with a focus on providing Oxton Academy's targeted population with a unique and personalized educational opportunity. Since the school will be exceptionally small by traditional high school standards, with a highly specialized career focus, the founding board members will assume much broader roles and responsibilities. Those who have chosen to participate in this undertaking are particularly interested in preparing disenfranchised individuals to successfully graduate and matriculate to higher education and/or become a capable employee. Moreover, these individuals bring an understanding and the expertise needed to oversee the proposed School from its inception. Each board member has been a part of an educational institution and/or private sector trainer with first-hand knowledge of recent high school graduates, their abilities and deficits. Their combined experience and understanding of the academic and financial intricacies of running a school of this type and focus is essential to its ultimate success. Once approved and prior to the School's opening, the board will be expanded to five members including a representative from a local business/industry with a vested interest in recruiting capable graduates and another local individual with strong ties to the community. This may take the form of a local educator with distinctive understanding and experience with the type of student Oxton Academy plans to target will be specifically recruited to the board. Moreover, since the founding board is there for initial oversight and planning, new members from the community will be immediately recruited to take the place of the founding board as the School becomes operational. The governing board is responsible to the Authorizer for the fulfillment of the terms of the charter agreement. It will meet collectively to develop, define, and refine policies of employment, finance, school operation, and other matters consistent with the responsibilities defined by charter school law. The founding board is primarily responsible for the planning, development and implementation stages of the charter school project. That would include the time period beginning with the submission of the application through approximately the first year of the school's operation. Further, the founding board members have the option to remain on the permanent governing board to ensure continuity of vision. Areas of board responsibility include, but are not limited to, the following:

- Interpreting Federal and State Statutes, IRS Tax Codes, Technical Assistance Papers, and Department of Education Rules that govern the operational and educational process. Counsel and school administration will assist in this endeavor.
- Developing and approving written policies that serve as guidelines for operations and for successful and efficient functioning of the school.
- Maintaining an accounting system that is in accordance with the accounts and codes prescribed in the latest Tennessee codes. Adopting and maintaining an annual operating budget, ensuring that the school has retained the services of a certified public accountant

or auditor for the annual financial audit, receiving the report from the auditor, reviewing and approving the audit report.

- Ensuring that a competent and appropriate staff is employed and maintained that meets obligations and optimizes operations.
- Assuring that accurate records are kept, but not limited to, student attendance, student academic performance, financial records (especially those that constitute the accounting system), personnel records, Governing Board minutes, and any other consideration of school operation subject to audit or public information requests.
- Conducting continual appraisal of the educational and administrative process.
- Monitoring and addressing facility issues.
- Scheduling regular Governing Board meetings that facilitate timely handling of business affairs within statutory and contractual mandates and holding at least two public meetings per school year in the school district.
- Ensuring that Governing Board operations comply with requirements of Tennessee's open government/meeting law.
- Addressing additional events and issues that may arise as a result of doing business.
- Appointing a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns and resolve disputes.
- Evaluating the performance of all employees who report to the Governing Board.
- Fulfilling all obligations and responsibilities of the position according to bylaws, code of ethics, conflict of interest rules, board policies, the school charter, and participating in governance training, as required by law.
- Preparing for Governing Board meetings by reviewing pending agenda items and support documents, attending meetings and following parliamentary procedures.
- Assisting in defining and fulfillment of the school mission and vision.
- Engaging in fundraising activities and other venues of support for the school and students.
- Assisting with the marketing of the school according to the school's marketing plan.
- Any additional requirements set forth in Tennessee Code Title 49. Education § 49-13-111 and State Board Policy 6.112.

It is anticipated that governing board officers shall consist of a Chairperson, Vice Chairperson and a Treasurer. The principal's secretary will serve as board secretary for the purpose of taking minutes of each meeting.

- (b) Describe how the board will evaluate the success of the proposed school, the school leader, and its own performance.**

Ultimately, the School's success will be based upon achievement of its goals and objectives as evidenced by the success of its students. Based on its targeted student population, Oxton

Academy's goals for academic growth and improving student performance have been designed to assess progress and/or skill mastery in core academic classes. These goals may be adjusted as needed based on the results of the baseline assessment and the academic records of incoming students. If the incoming baseline is **lower** than anticipated, the school will maintain its expectations for student achievement on the state-mandated exams as stated; however, the school will develop academic goals for annual learning gains. Student performance data will guide the board and school leaders in the development of a professional development action plan to meet the instructional needs of teachers. This will provide for adjustments to the educational program, using data, and will allow leaders to assess the school's progress towards meeting the proposed goals and objectives. The academic goals and objectives for improving student learning will be revised if baseline levels are **higher** than originally anticipated as well. In this case, the expectations for student achievement will increase to align with local and state proficiency averages, as applicable. The goals below have been established by the school and will be monitored each year.

Board members and officers are responsible for collectively developing, defining, and refining policies of employment, school operation, finance and other required matters that have a direct impact on teaching and learning. The governing board will promote enhanced academic success and financial efficiency by aligning responsibility and accountability for itself and those it employs. The governing board, in collaboration with the Sponsor, will employ a principal for the school who manages day-to-day operations under the oversight of the board. The governing board will hold the principal responsible for the administration of its policies, the execution of the governing board's decisions, the operation of internal machinery designed to serve the school program, and to keep the board informed about school operations and issues. The principal will employ competent staff, supervise staff, and evaluate all faculty, support staff, and contractual staff to ensure the school is an academic and operational success. The principal will be evaluated at a minimum of twice per year, per State Board Policy 5.201, with more frequent evaluations resulting from certain formative indicators the governing board chooses to use. The governing board will employ a Professional Growth Plan (PGP). This tool is completed by the principal in collaboration with the board or specific officers. It allows the principal to set target leadership practice goals based on previous evaluation results. The identified goals will assist the principal in making school-wide improvements in educational program and operation of the school. Additionally, the PGP allow the principal to set target goals for achieving professional growth with the assistance and support of the board. The governing board will use evaluation results from year to year to identify target goals for the principal and to recommend professional development that is aligned to results. Thus, the governing board's success is tied directly to its staff and the overall success of the students it serves.

**(c) How will the board develop over time? Explain plans for recruiting board members with identified skills and addressing board member attrition.**

As indicated, the founding board will be small in number to facilitate initial decision-making and support the School's start-up plans. However, once Oxtan Academy has been established and regular operations are underway, the governing board will actively seek to expand in number and talent by recruiting additional members whose skills and commitment will enhance the oversight of the school and its student population. Additional or replacement governing board members will be recruited from the community by the founding or current governing board. Civic-minded

individuals with talents that contribute to a diverse and well-rounded leadership base and who possess a vested interest in education in general and the school in particular, will be aggressively and continually sought. The governing board will recruit members of the community including those with local business/industry ties and legal, financial, and educational experience as available. Parent and guardians of students in the school will be encouraged to suggest nominees for appointment to the governing board. As determined by the founding board, a parent representative will be appointed to the board to serve in an advisory capacity. This individual shall be the parent or guardian of a student enrolled in the school. Recruitment consists of meeting with potential governing board members to determine their level of interest in serving on the governing board. Those who express an interest are given a tour of the school site and, if still interested after the tour, are provided a governing board application and a packet of orientation information. This information explains the duties, obligations, conflict of interest policy, code of ethics, open meeting statutes, and requirements for fingerprinting, background checks, financial disclosure, governing board training, and any other processes involved in becoming an approved governing board member. Those accepted are seated on the governing board and begin the compliance procedures mandated by statutes and charter, which include the mandated governing board training per Tenn. Code Ann. §49-13-111 (q) and State Board Policy 6.112.

- (d) Describe the training or orientation new board members will receive. What ongoing development will existing board members receive? Please note that Tenn. Code Ann. §49-13-111 (o) requires annual board training, as certified by the Tennessee Charter Schools Center and approved by the State Board of Education; documentation of this training must be provided to the authorizer.**

In addition to an in-depth tour of the school facility during operating hours, a review of academic approach and career preparation options, prospective board members receive a packet of orientation information. This information explains the requirements, duties, obligations, and processes involved in becoming an approved governing board member. Emphasis is placed on conflict-of-interest issues, ethics, and the requirements of compliance with Open Meeting Statutes (Government in the Sunshine), fingerprinting, background checks, financial disclosure, governing board training, etc. Those willing to undergo the process are welcomed to the board based on available openings. Those seated immediately begin the compliance procedures mandated by Statutes and Charter, part of which is the mandated governing board training.

Per T.C.A § 49-13-111(q) the governing body of a charter school shall conduct an annual board training. The training course(s) shall be certified by the Tennessee Charter School Center (TCSC) and approved by the State Board. State Board rule 0520-14-01-.07 contains the information required to be collected by the TCSC for use in reviewing courses for certification and subsequent recommendation for approval to the State Board. Additionally, the rule contains the required number of annual training hours for new and experienced governing body members and the timeline for completing the annual training. Governing body members may establish compliance with the required training hours through one course meeting the minimum credit hours or multiple courses meeting the minimum training hours. Completed training courses are valid for only one (1) year. The TCSC shall inform the respective charter school authorizers of each governing body's completion of the training requirements. Charter school authorizers shall be responsible for monitoring compliance for their authorized charter schools. New governing body members shall complete a minimum of two (2) credit hours of training courses from Table



1 and a minimum of four (4) credit hours of training courses from Table 2. Experienced governing body members shall complete a minimum of four (4) credit hours of training courses from Table 2.

**Table 1. Trainings Approved for New Governing Body Members**

Course	Training Entity	Length of Course
Charter Board Fundamentals	BoardOnTrack	1.0 hour
Make Your Meetings Matter	BoardOnTrack	1.0 hour
KIPP Nashville: New Board Member Training	KIPP Nashville Board of Directors	2.0 hours
Rocketship Public Schools: New Board Member Training	Rocketship Public Schools	2.0 hours

**Table 2. Trainings Approved for New Governing Body Members and Experienced Governing Body Members**

Course	Training Entity	Length of Course
Strategically Recruiting Your Sustainable Governance Team	BoardOnTrack	1.0 hour
Developing and Supporting Your Board – CEO Partnership	BoardOnTrack	1.0 hour
Structuring Your Board for Success	BoardOnTrack	1.0 hour
Make Your Meetings Matter	BoardOnTrack	1.0 hour
Governing for Growth	BoardOnTrack	1.0 hour
LEAN Six Sigma Principles	The Henson Consortium	8.0 hours
KIPP Nashville: Annual Board Member Training	KIPP Foundation	6.0 hours
Rocketship Public Schools: Board Governance Training	Rocketship Public Schools	2.0 hours
Rocketship Public Schools: School Metrics Training	Rocketship Public Schools	2.0 hours

New governing board members also complete the self-paced orientation packet and complete forms signifying that they have read and understand duties, obligations, responsibilities, and ethics. The orientation materials also address various meeting responsibilities and protocols and School policies, of which each board member needs to be familiar. Additional professional development is provided through presentations to the governing board, board workshops, and an annual Governing Board Retreat. Further, any new local, State policies or addenda along with pertinent communications from the Department of Education will be shared with the governing board electronically as they are received.

**(e) Describe the circumstances under which complaints will be brought to the board, and the process for addressing them.**

The governing board will make every effort to recruit a principal who is an experienced school leader with knowledge of Tennessee School Law. While Oxton Academy will labor to solve all disputes as quickly and with the upmost sensitivity as possible, we understand that some conflicts may have to be handled in the following manner:

- It is first preferred that the parent and/or student and staff member resolve all differences through a conference with staff or supervisor. Such conference will be held within five school days of the grievance. The participating staff member will relay the outcome of this conference to the principal in writing with signatures obtained from the other participants.
- If the issue persists or was never fully resolved, the principal or the assistant principal will meet with the staff member and parent to offer mediation in an attempt to reach a consensus.
- Assuming a consensus could not be reached the parent can decide to contact the school's Conflict Resolution Designee – one the Oxton Academy's counselors specifically trained in dispute resolution.
- The parent/guardian or student, after exhausting all other school remedies, may appeal the grievance to the governing board. The parent/guardian or student shall make a request in writing to the governing board secretary requesting a governing board hearing. The governing board chairperson may call the board members into an Executive Session meeting if it is determined to be appropriate in light of statutory mandates. The governing board shall render a final decision on the matter by majority vote within thirty days.
- In the case of issue/grievance brought by a staff member that cannot be resolved through administrative channels, a summary of the dispute will be forwarded to the board secretary by the staff member. The governing board chairperson may call the board members into an Executive Session meeting if it is determined to be appropriate in light of statutory mandates. The governing board shall render a final decision on the matter by majority vote within thirty days.

The purpose of the School's conflict resolution plan is to resolve every dispute with the common goal of doing what is best for the students. The School understands that without the communication and support from parents/guardians, fulfilling our goal will not be possible.

**List all current and identified board members and their areas of focus or expertise in the following table, adding rows as needed.**

Full Name	Current Job and Employer	Area of focus/expertise
Chair: Erin McColskey	Retired VP of Government Relations for Palm Beach State College	Government/Public Relations, School Policy, Educational Law
Vice Chair: Erika Montgomery	Retired Teacher/Southwest Airlines	Classroom/Curricular Strategies, School to Career
Treasurer: Jose Perez de Corcho	Florida Atlantic University	Management/Finance

Please include the following governance documents as **Attachment F**:

- F1.** Articles of Incorporation
- F2.** Proof of non-profit and tax-exempt status
- F3.** By-laws\*
- F4.** Code of Conduct
- F5.** Conflict of Interest Policy
- F6.** Board member resumes or biographies
- F7.** Board policies (including frequency of meetings)

Please see **Attachment F**.

\* For the purposes of establishing a Not-For-Profit entity and complying with the request for corporate by-laws, Oxtan Academy was initially registered in the State of Florida. Once approved, the corporation will be registered as a Not-For-Profit Corporation in the State of Tennessee.

## 2.2 Start-Up Plan

- (a) Provide a detailed timeline for starting the proposed school, specifying tasks and responsible individuals (including compensation for those individuals). This timeline should align with the Start-Up (Year 0) Budget in the Budget Workbook. If you are an existing ASD operator, in lieu of the foregoing, attach a copy of your School Exit Plan.

<b>Accomplished by Date:</b>	<b>Activity/Action:</b>	<b>Person Responsible:</b>	<b>Compensation:</b>
February 1, 2022	Submission of charter application	Sponsor	N/A
May 1, 2022	Anticipated charter approval		
May 15, 2022	Site research, review and acquisition	Sponsor's Consultant*	\$10,000/month
June 1, 2022	Contract negotiations with Authorizer: <ul style="list-style-type: none"> <li>• Transportation Options</li> <li>• Levels of support</li> <li>• Access to IT</li> </ul>	Sponsor & Governing Board	N/A
June - July 2022	Governing Board Training: <ul style="list-style-type: none"> <li>• New Board Members Training (T-1: 2 Hrs)</li> <li>• Make Your Meetings Matter (T-2: 1 Hr)</li> <li>• Structuring Your Board for Success (T-2: 1 Hr)</li> <li>• Board Governance Training (T-2: 2 Hrs.)</li> </ul>	Governing Board	N/A
July 1, 2022	Facilities Build/Lease Negotiations	Sponsor's Consultant	\$10,000/month
July 2022 – Jan. 2023	Zoning and permitting (as required)	Sponsor's Consultant	\$10,000/month
Commence: August 2022	Monthly Governing Board Meetings	Governing Board	N/A
Sept. 2022 - Dec. 2022	Leadership search	Sponsor, Governing Board, Consultant	\$10,000/month
January 2023	Secure insurance and benefits	Sponsor & Governing Board	N/A
January 2, 2023	Hire Principal and Administrative Assistant	Governing Board & Sponsor	N/A

Commence on: February 1, 2023	School marketing and student recruitment	Principal, Governing Board & Consultant	\$7500/Month for Principal \$10,000/month
March 1, 2023	Advertise Adm. Support and Instructional positions	Principal & Governing Board	\$7500/Month for Principal
Commence: April 2023	Hire staff/secure contracts	Principal & Governing Board	\$7500/Month for Principal
April – July 2023	Initiate fingerprinting, drug testing and background screening (continue as necessary)	Sponsor's Consultant	\$10,000/month
Commence: Mid-April 2023	Student/Parent Interviews and enrollment	Principal, AP & Select Staff	\$7500/Month for Principal
May 1, 2023	Secure facility, complete fire/safety inspections	Sponsor's Consultant w/Governing Board	\$10,000/month
May 15, 2023	Advertise facilities, food service, clerical positions	Principal & Governing Board	\$7500/Month for Principal
June 1, 2023	Hire facilities, clerical and food service (as needed)	Principal & Governing Board	\$7500/Month for Principal
July 1, 2023	Install furniture and equipment	Principal, AP & Lead Teacher	\$7500/Month for Principal
July 10, 2023	Staff orientation	Principal, AP & Consultant(s)	\$7500/Month for Principal \$10,000/month
July 12, 2023	Conduct Lottery for student placement (if needed)	Principal & Governing Board	\$7500/Month for Principal
July – Aug. 2023	Professional Development	Principal, AP & Consultant(s)	\$7500/Month for Principal \$10,000/month
August 17, 2023	Open School	Principal and Staff	Per Budget

\*Consultant fees are not limited to responsibilities articulated on the timeline for each function noted, but rather, consultant will overlap on responsibilities in all areas of school implementation, and will provide wraparound support with research for Board decisions, contract language for hiring staff, staff interviews, oversight of facility renovations, supervision of adherence to contracts by vendors, follow-up of delivery of school FF&E, and negotiations with vendors, in conjunction with administrative staff and Sponsor.

- (b) Describe what you anticipate will be the challenges of starting a new school or transitioning to a non-ASD authorizer, as applicable, and how you expect to address these challenges.**

The Sponsor and governing board expect several challenges in opening a new charter school in this district. Once approved, it will be incumbent on leadership to complete its search for an adequate facility that can offer the space, access and inviting environment to house the School. Simultaneously, the board must begin its search for an appropriate school leader. These two issues are of paramount importance for the ultimate success of the school. To address these, the Sponsor and board members have already opened discussions with local realtors and developers with a particular interest in education. Potential locations will be identified and pending approval of the application, negotiations will commence on those deemed most viable.

In terms of its search for the best available school leader, the Sponsor and board will begin a State-wide search for potential candidates. While specific leadership, managerial and educational experience is critical, the School leadership also want an individual who has worked in such a capacity in Tennessee, who is familiar with State policies, procedures and rules. This will make the transition to a new situation easier while allowing this leader to focus on the School's mission and vision. Moreover, the person selected will need to believe in the Oxton Academy approach and help foster the culture the Sponsor and board wish to create.

Additional challenges include staffing and recruitment of a student population. As with the School leader, faculty and staff must share in the School's vision and approach to engaging the target group of students. Oxton will not require a large faculty. Due to the nature of the positions, the online curricula and the holistic approach to learning, Oxton believes it can find a unique and dedicated group of enthusiastic educators, who may have recently retired or are seeking a different type of school. The School also plans to recruit at local colleges and universities with teacher preparation programs. To assist in attracting the right pool of applicants, the board and new principal will stress teacher and student empowerment. While the initial rules and policies have been created to open the school, the board desires these to be fluid in order to create a culture of dedication and commitment from both faculty and students that is beneficial for all. Unlike traditional teaching situations, the Oxton Academy facilitative approach will be attractive to a teacher with a broader content background and the desire to have a greater impact on the individual rather than a general class. As for the student element, the Sponsor and board understand a dedicated outreach plan that has both long and short-term recruitment goals is a necessity. Recruitment efforts must be both school and community based to attract current struggling or disenfranchised students as well as recent dropouts.

Finally, construction of a new school requires facilitative communications with community leaders, parent groups, faith-based organizations, and the industries who have already committed to the project. The sponsor intends to deliver clear messaging as to the mission of the school, methods of delivering on the promise of an excellent education, and how the school will be an asset to the community. This communication will come by way of website information, local media advertising, community meetings, and open houses for interested parents and students. The sponsor will also initiate regular meetings with the CMCSS School Board to inform the Board about its programs and any plans for future growth.



## 2.3 Facilities

- (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.

The following summary is in anticipation of the projected student enrollment and program offerings:

- Number of CORE & ELECTIVE classrooms: 9
- Square footage per Core classroom: 500 square feet x 5 = 2500 square feet
- Common Areas:
- Café: 1,600 square feet
- Auditorium: 2,000 square feet

Additional school spaces: and their square footage, including:

- Art room: 600 square feet
- Tech Lab 600 sq feet
- Foreign Language 500 square feet
- Elective 500 square
- Library/media center: 600 square feet
- Main office/lobby: 450 square feet
- Work room/copy room: 300 square feet
- Supplies/storage: 400 square feet
- Teacher work room: 300 square feet
- Restrooms: 2 @ 240 square feet = 480 square feet student
- Staff restrooms: 2 @ 80 square feet = 160 square feet
- Café kitchen: 480 square feet
- Communications room: 60 square feet
- Electrical room: 60 square feet
- Clinic boys: 180 sq feet
- Clinic girls: 180 sq feet
- Conference room: 400 square feet
- Counseling room: 400 square feet
- Offices: 6 @ 150 sq feet = 900 square feet

TOTAL: Overall square footage necessary for projected opening: 13,650 square feet with 18,000-20,000 overall square feet allotted for school growth.



**(b) Explain how the above-described facility needs tie to the related items in the proposed school's budget.**

All of the facilities noted above are staffed in alignment with the proposed school budget, and as mandated by staffing requirements and commensurate salary expenses of CMCSS. Furniture, fixtures and equipment (FF&E) expenses are broken down in great detail in the Assumptions columns, and related expenses such as custodial supplies, classroom supplies, clinic supplies, and student technology are similarly broken down with real word estimates for costs and accounting for shrinkage over time. Increases in costs for maintenance of the facility and cost of living increases for staff are also projected with the facility and staffing in mind. The sponsor has secured funding that will provide a safe, comfortable facility that will be maintained over the five-year projections and well into the future.

**(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.**

The Board and the leadership team bring extensive experience in securing grant funding for school construction, managing school renovation budgets, acquiring and supervising construction and renovations on school buildings, and managing school facilities upon completion of construction projects. A member of the Sponsor's leadership team is a nationally recognized expert on federal grant funding and manages budget operations of over \$200,000,000 in her current capacity as a consultant for large charter networks and public school districts.

Another member of the project's consultant group and part of the leadership team has managed construction projects for school renovations and acquisition/building of schools for over thirty years for both charter schools and public schools. He also successfully managed schools as a site-based administrator, overseeing facilities matters and resolving issues related to day-to-day operations of school buildings.

**(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.**

Upon acceptance of the charter school application, the process for identifying and securing an appropriate facility is as follows:

- 1) The sponsor will secure the services of a consultant to narrow the search in the identified area to several potential sites
- 2) The consultant will secure the services of a local real estate agent to provide comparisons of properties for consideration.
- 3) The sponsor and Governing Board will determine if the project will be a renovation of an existing property or a new construction project, dependent upon factors such as proximity to student population, budget guidelines, terms of lease, and/or construction timelines.
- 4) Upon approval by the Board, the sponsor will make an offer, submit contracts for Board approval, and execute such contracts to initiate the purchase of property or contracts to lease and renovate existing facility.

- 5) The Board will work with consultants on assigning construction tasks to a General Contractor for buildout of a new school building or renovation on an existing 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.**

Per T.C.A. § 49-13-107, will comply with applicable health and safety laws and regulations of the federal government and the laws of the state inclusive of the 2010 ADA Standards for Accessible Design. The ADA's standard of accessible design incorporates seven principles: equitable use, flexibility in use, simple and intuitive use, perceptible information, tolerance for error, low physical effort and size and space for approach and use into the design of a space or facility.

The ADA states that at least 5 percent of classroom tables must be wheelchair-accessible. Tables must be between 28 and 34 inches high with at least 24 inches of knee clearance to accommodate students in wheelchairs. Adjustable tables are recommended, but not required, to better accommodate students. If tablet-arm chairs are provided, 10 percent should be left-hand accessible and the tablet should be at least 130 square inches with a textured seat. Classrooms with one entrance and exit are limited to a 49-person capacity.

In many classroom settings there are computer work areas. A dedicated computer classroom requires 30 to 35 square feet per person. The workspace must be 30 inches deep and 36 inches wide per person, although between 42- and 48-inch-wide spaces are preferred. There should be sufficient workspace around the computer for students to take notes.

ADA mandates hand washing stations in classrooms be accessible to people with disabilities. Drains, hot-water pipes and sharp objects under the sinks must be covered and protected. People must be able to operate faucets with one hand, easily, with less than 5 lbs. of force. Metered faucets must remain running for at least 10 seconds. The ADA prefers faucets that are operated by a lever or paddle, because no hand gripping is required. For children, hands-free faucets and soap dispensers are a good choice. All accessories must be mounted no higher than 26 to 44 inches, depending on the age of the children at the school. Built-in, recessed trash cans are a better option than a free-standing trash can. Hand dryers cannot stick out more than 4 inches from the mounted wall.

Assembly areas such as stadiums, grandstands and bleachers must provide access to people in wheelchairs and their companions. Under the 2010 standards, the wheelchair spaces must be dispersed in all areas around the stage, court or field that have an accessible route. The spaces cannot be blocked by movable structures or platforms. If the wheelchair spaces are not needed, schools are permitted to put removable seats there.

New buildings must be accessible for people with disabilities, such as people with wheelchairs or crutches. The ADA does not require that school districts make building modifications that would create an undue financial burden on the school district or alter programs in a way that would change the fundamental nature of the program to accommodate disabilities. However, if a school district cannot make a building accessible to the disabled, they still must meet their obligation to provide program access to disabled students. School districts in this situation often opt to provide services in a location that is accessible. They may also choose to provide disabled students with

direct assistance. For example, if a library is inaccessible, a library worker may bring the books to the student.

The facility will be pre-approved and inspected by local zoning, building and fire regulators and have, for inspection, all applicable safety and ADA reports for the Authorizer's review.

- (f) **Present a timeline with reasonable assumptions for facility selection, requisition, renovation, state fire marshal and health inspections, and occupation.**

The following represents the anticipated time line for acquisition and preparation of the school facility:

- Facility Selection: June 1- August 1, 2022
- Review and approval by planning and zoning: August 15, 2022
- Requisition: September 1, 2022
- Renovation (as needed): September 15, 2022-April 1, 2023
- Building Inspection: On-going per local requirements September 30, 2022 – April 1, 2023
- State Fire Marshall Inspections: April 2023
- Health Inspections: April 2023
- Occupancy: May 2023

- (g) **Broadly describe a contingency plan, should your facility fall through.**

The sponsor has a contingency plan to include the following options in the event that the facility would not be available for use in August 2023:

- Short-term lease in conference/hotel facility to accommodate students until facility is ready. Buses will be provided from school site to the facility location.
- Local faith-based facilities with available space would be contacted in advance of school opening to accommodate students in the event of a delay.
- Underutilized commercial space will be established for use, if space meets local codes for student safety and health inspections.

The contingency plan for an alternative facility to be utilized in the event that the physical facility is not ready on the first day of school is realistic in terms of the number of facilities in and around Clarksville that have both the space and the resources to accommodate the small number of students in the first eight weeks of operation. Specifically, there are numerous hotels with banquet facilities and meal preparation services that would be used, as well as universities in the area who may be able to repurpose classrooms and or auditoriums for the short period of time that they may be necessary. Any deviation from the established timeline would be noted well in advance, and this would give the administration of the school more than enough time to secure alternate, temporary locations. Because the primary source of curriculum delivery would be through Apex, the students would be provided with laptops and access to that curriculum wherever a Wi-Fi network would be available.

- (h) **List any properties you may have already identified as suitable to meet the proposed school's facility needs.**

The following properties are under review as possible locations for Oxtan Academy. There are many factors that must be considered before a final decision is made. The Sponsor is also identifying sites on existing college campuses in Clarksville to take advantage of underutilized facilities on these campuses. These will be defined more explicitly once the application is approved. Additionally, the Sponsor has also entered into a dialog with local colleges to determine if space for the School might be available on one of the campuses.

The proposed locations for a facility are dependent upon the timing of charter school application approval. The administration of the school is actively seeking a number of sites, but cannot commit to any site until such time as the school is approved. No site will be considered if it compromises the safety and transportation needs of students, especially within IDB areas that may not be optimal for student use.







## 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.**

The overarching leadership structure of Oxton Academy can be seen on **Attachment G**, the School's Organizational Chart. In Oxton Academy's management structure, the Principal is the chief administrator and supervisor of the school and is the board's representative in day-to-day operations including, but not necessarily limited to:

- Responsible for all school-based activities associated with instruction – serves as the instructional leader of the school
- Serves to support educational policy aligned to the mission of the school
- Accountable for all school-based logistical and managerial operations
- Answerable as the primary liaison between the Governing Board and the school site

Key job descriptions, including that of the Principal, are included as **Attachment Y**. Additional positions in the management hierarchy designed to support the efforts of the principal in delivering a sound educational program consistent with the mission of Oxton Academy are as follows.

### **Assistant Principal:**

- Subordinate to the Principal and assists in the oversight of day-to-day logistical and managerial operations
- Serves as school site administrator in absence of the principal
- Assists in oversight of the educational and instructional processes
- Provides direct supervision of students
- Assists the Principal with supervision of instructional personnel
- Meets with students and parents as part of the school's dispute resolution process

### **Guidance Counselor:**

- Serve as student advocates
- Administrates student course schedules
- Supervises national, state and district test administration
- Serves as guidance and instructional liaison between students/parents and instructional staff
- Assists the principal with aspects of the school curriculum and instruction processes
- Meets with and advises students/parents on an ongoing basis
- Assists in dispute resolution with students and/or their parents
- Responsible for initial student/parent conference and intake procedures
- Assist students in developing ILP goals and selecting a career pathway
- Develop individual student schedules
- Meet and advise students on a regular basis
- Assists in dispute resolution process between students and teachers

- Supports the student assessment and monitoring process

**SWD Specialist:**

- Develops SWD schedules in accordance with the Individual Education Plans (IEPs)
- Monitors compliance with federal, state and District rules and regulations concerning IDEA and Students with Disabilities Support
- Conferences with parents of SWDs
- Provides classroom support and staff development to instructional staff
- Updates and maintains SWD records in compliance with federal, state and District regulations
- Aligns SWD support services with individual student needs as delineated on the IEP
- Serves as a liaison between the school and District's SWD and Support Services Department
- Serves on the school's Child Support Team

**ESOL Teacher/Coordinator:**

- Responsible for initial student intake procedures (HLS) and assessments per state and district requirements
- Schedules additional assessment procedures with District for appropriate placement purposes
- Conferences with ESOL parents
- Develops ESOL student schedules in accordance with ELL classifications
- Monitors compliance with all state and District regulations
- Provides classroom support and staff development to instructional staff
- Updates and maintains ESOL student records in compliance with regulations
- Aligns ESOL student support services in accordance with each student's ELL Plan
- Serves on the school's ELL Committee
- Serves as a liaison between the school and District's ESOL Department

In order to ensure substantial parent and community involvement, the Sponsor and board members will meet with local stakeholders to explain the program and recruit representatives, including parents to serve on a School Advisory Council (SAC). The SAC, with parent participation, will be formed during the first semester of the school's operation. The purposes of the SAC will be to:

- Provide a venue for feedback among all partners and give a voice to the community.
- Agree upon community-related goals for the school programs.
- Make constructive recommendations for school improvement.
- Establish relationships with members of the broader community and recognize their value.
- Provide information to the community about the purpose, vision, and mission of Oxton Academy

Parents will have a number of other opportunities for involvement in their child's education. Parents will be invited to attend a pre-admittance/orientation session with their students during which opportunities, expectations, and requirements of the program will be clearly explained.



This will set the stage for expected student progress and achievement. The initial meeting will be followed by other required meetings/conferences during the school year to keep parents informed and involved. This will be supplemented by mailings to homes, newsletters and phone calls and Email from teaching staff, counselors and school administration. Parents will be encouraged to visit the school and to participate in school functions and events throughout the year, including school sponsored workshops, parent nights, and student award ceremonies.

Community members and local business owners, who recruit employees with experience or industry certifications from any of Oxton Academy's programs will be invited to take an active role in supporting the curriculum and focus. Such representation on Academy Advisories provides current work force skills, demands and requirements necessary to appropriately prepare students to enter a particular career upon graduation.

School administrators, guidance counselors, and other support staff will be responsible for establishing partnerships with community agencies that provide social and intervention services to students and families. The goal of these partnerships is to provide a broader set of services that will help the student and family handle circumstances that interfere with learning and academic success.

- (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 Policy 5.201.**

The governing board's expectation is to employ a principal with previous experience in that role and the ability to relate to the type of student that Oxton Academy plans to attract. Once Oxton Academy has been approved by the Authorizer and preferably at least 12 months in advance of the School's opening, the governing board will advertise the position and seek a candidate that possesses, as a minimum, shall hold a valid Tennessee teacher license with an endorsement covering the work assignment as provided in T.C.A. Title 49, Chapter 5. In addition to certification, the individual will be otherwise qualified by possessing experience in academic and vocational education, school finance, school operations, including maintenance, contract administration, and general oversight of a similar educational institution's day-to-day operations, program planning, implementation, and evaluation. The individual must also be able to pass security and background screenings and employment history checks of the individual's previous employers. If unable to contact a previous employer, the School will document such efforts to contact the employer. The founding board will select a candidate from among those who meet qualifications by a unanimous vote. For all subsequent principal selections, a review committee of governing board appointees, which will consist of board members, faculty members, parents, and advisory committee members, will screen all applicants. Finalists will be interviewed by the board in a public meeting and the individual chosen by a majority vote of the governing board.

Responsibilities of the principal are delineated in the Oxton Academy job description for this position found in **Attachment Y**. The principal's performance in fulfilling these responsibilities is evaluated twice annually by the governing board per State Board Policy 5.201. Such an evaluation will cover the Tennessee Instructional Leadership Standards: Instructional

Leadership for Continuous Improvement; Culture for Teaching and Learning; Professional Learning and Growth and Resource Management in addition to Oxton Academy's eleven dimensions of performance: communication, decision-making, commitment to vision and mission, facilitative leadership, proactive orientation, organizational ability, management control/delegation, critical thinking skills, organizational sensitivity, achievement and developmental orientation, and professional/technical knowledge. Upon satisfactory evaluation, the duration of the principal's contract will be determined at the discretion of the board. In the case of unsatisfactory evaluation, the board shall determine whether to reappoint the principal with a corrective, remedial plan, or to terminate and seek other qualified candidates. Governing board policy will reflect that the principal's continued employment is dependent upon satisfactory job performance. The evaluation process for school administrators shall align to the Tennessee Instructional Leadership Standards Policy 5.106 including, but not limited to a review of the quality of the school administrators' implementation of teacher evaluations, and school climate and/or teaching and learning conditions surveys.

The Governing Board and Sponsor of Oxton Academy have selected the Florida Consortium of Public Charter Schools' (FCPCS) Evaluation Systems for the purpose of evaluating teachers, support staff and school administration. These evaluation systems are rigorous and approved by the Florida Department of Education for instructional personnel, support staff and school administrators and are:

- a) Designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school level improvement plans.
- b) Provides appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.
- c) Includes a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.
- d) Identifies those teaching fields for which special evaluation procedures and criteria are necessary.
- e) Differentiates among four levels of performance as follows:
  1. Highly effective.
  2. Effective.
  3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing.
  4. Unsatisfactory.
- f) Provides for training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

For administrators, the FCPCS system includes four domains and ten standards:

Domain 1: Student Achievement

1. Student Learning Results
2. Student Learning as a Priority

Domain 2: Instructional Leadership

3. Instructional Plan Implementation
4. Faculty Development
5. Learning Environment

Domain 3: Organizational Leadership

6. Decision Making
7. Leadership Development
8. School Management
9. Communication

Domain 4: Professional and Ethical Behavior

10. Professional and Ethical Leadership

This particular system also includes 50 indicators with performance rubrics for each indicator. Samples of both systems have been included as **Attachment Z**.

The governing board will employ a Professional Growth Plan (PGP). This tool is completed by the principal in collaboration with the board or specific officers. It allows the principal to set target leadership practice goals based on previous evaluation results. The identified goals will assist the principal in making school-wide improvements in educational program and operation of the school. Additionally, the PGP allow the principal to set target goals for achieving professional growth with the assistance and support of the board. The governing board will use evaluation results from year to year to identify target goals for the principal and to recommend professional development that is aligned to results. Thus, the governing board's success is tied directly to its staff and the overall success of the students it serves.

- (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.**

Upon being hired, the new principal, in consultation with the governing board will formulate a time line and process for selecting key administrative and support personnel. With the exception of a confidential secretary to support the principal and governing board, these positions should be filled approximately six months prior to the School's opening. As indicated formal job descriptions for these and the remaining teaching positions are included in **Attachment Y**. The key staff hired by the principal and board including an assistant principal, lead guidance counselor and SWD coordinator/teacher will then assume the responsibility for assisting the principal in the recruitment of viable candidates to fill the identified teaching and support positions.

Searches for teachers requiring unusual or low-supply/high demand certifications, inquiries and advertisements will be communicated with colleges and universities, both in and outside the state. Oxton Academy will be salary-competitive and a reputable employer with a positive work environment, some word-of-mouth communication is expected to provide a list of interviewees for a number of vacancies to assist the search. Selection of staff will be a committee function albeit a small committee at first. The process begins with screening candidates for proper certification, desirable levels of education, experience, or other qualifications deemed to be essential for the position. This process is accomplished by an initial review by School administration which includes a pre-vetting by website searches and other available methods. Following this review, interviews with the committee will be scheduled. The committee consisting of the assistant principal and other key staff will interview candidates utilizing the Targeted Selection method. The pool of candidates is narrowed to the individual(s) deemed to be best suited for the position. Successful candidates undergo a second interview conducted by the principal and any available board members to show a sense of dedication and community among the leadership. Their choice is then offered the position.

**(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?**

Oxton Academy will promote a school culture that is characterized by mutual respect, civility, acceptance of diversity, and high expectations for all. This culture extends to and will be reinforced by the School's leadership and staff. The governing board is highly cognizant of both the targeted student population and the community in which they live. Therefore, the Sponsors and the board will strive to recruit and hire a staff that is reflective of the student body they will serve. To this end, Oxton Academy will follow these practices to attract viable diverse candidates:

- Hiring earlier in the year. Research suggests that more in-demand candidates of color may be available for hire earlier in the year. Districts can offer incentives for teachers to announce their resignation, retirement, and transfer intentions in early spring so that they can recruit new hires earlier in the season.
- Partnering with local teacher preparation programs, including those at minority-serving institutions, to coordinate student teaching placements and vet candidates for hire before they graduate.
- Including teachers of color in the hiring process in meaningful ways, including creating diverse hiring committees or compensating teachers for attending recruitment fairs.
- Offering comprehensive induction to support teachers of color in their first years of teaching. Induction includes being matched with a veteran mentor teacher and can also include seminars, classroom assistance, time to collaborate with other teachers, coaching and feedback from experienced teachers, and reduced workloads.

**(e) Indicate the state-approved evaluation model used for teachers, required by State Board Policy 5.201. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.**

The Governing Board and Sponsor of Oxton Academy have selected the Florida Consortium of Public Charter Schools' (FCPCS) Evaluation Systems for the purpose of evaluating teachers, support staff and school administration. These evaluation systems for instructional personnel, support staff and school administrators are:

- g) Designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school level improvement plans.
- h) Provides appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.
- i) Includes a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.
- j) Identifies those teaching fields for which special evaluation procedures and criteria are necessary.
- k) Differentiates among four levels of performance as follows:
  - 1. Highly effective.
  - 2. Effective.
  - 3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing.
  - 4. Unsatisfactory.
- l) Provides for training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

This approach, which has been approved by the Florida Department of Education, also aligns with and is more rigorous than those requirements outlined in State Board Policy 5.201 as referenced in Tennessee Code Title 49. Education § 49-1-302. The teacher evaluation system includes the domains of:

- Instructional Design and Lesson Planning
- The Learning Environment\*
- Instructional Delivery and Facilitation\*
- Assessment\*
- Continuous Professional Improvement
- Professional Responsibility and Ethical Conduct

Those identified with (\*) are more heavily weighted to ensure a greater focus on areas that address instructional practices. Additionally, all formal and walk-through observations will be

consistent with the requirements set forth in State Board Policy 5.201. Samples of both systems have been included as **Attachment Z**.

- (f) **Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, including termination, as well as leadership/teacher changes.**

A prospective or current employee may be disqualified for, or terminated from, employment for the following causes: incompetence, inefficiency, neglect of duty, unprofessional conduct and insubordination, as defined in § 49-5-501. All prospective employees shall as a component of the application process submit an affidavit disclosing any prior arrests to School administration. All employees shall annually submit an affidavit of arrest disclosure prior to renewal of their contract. Failure to comply with this section may result in suspension or termination.

All employees will serve a seventy-five working day probationary period. During this time an employee may be terminated without cause or resign without breach of contract. All appointments will be on an annual basis. Any instructional personnel with an annual contract may be suspended or dismissed at any time during the term of the contract for just cause. Just cause includes, but is not limited to: immorality, misconduct in office, incompetency, gross insubordination, willful neglect of duty, or being convicted or found guilty of, entering a plea of guilty to, regardless of adjudication of guilt, of any crime involving moral turpitude. Employees may be terminated due to unforeseen financial difficulties of the school irrespective of employee performance.

If it is necessary for the governing board to discipline, suspend, or dismiss an employee during the annual appointment, the following procedure will be utilized:

**Disciplinary Action:** Any information that may be used to take action against an employee will be shared with the employee in writing as soon as possible. An employee against whom action is pending shall have the right to review and refute all information used as the basis for the proposed disciplinary action prior to such action being taken. If the employee wishes to contest the charges, he or she must, within 15 days after receipt of the written notice, submit a written request for a hearing to the governing board. If the charges are not substantiated, the employee shall be immediately reinstated and his or her back pay shall be paid. Where just cause warrants such disciplinary actions(s), an employee may be reprimanded verbally, reprimanded in writing, suspended with pay, suspended without pay or dismissed upon the recommendation of the principal to the Chair of the governing board.

**Competency:** Should an employee be determined to be ineffective in their job performance, the employee will be given assistance for a period of thirty calendar days. If their performance fails to improve, the principal may recommend termination to the Chair of the governing board. In the case of instructional personnel, the administrator will have a conference with the teacher to inform him/her that he/she is being provided with an Instructional Remedial Plan of Assistance due to a deficiency noted in the formal observation. The administrator will maintain conference notes with appropriate documentation showing improvement or lack of improvement.

Every effort will be made by the governing board and the School leadership to provide all employees with a positive, safe, and supportive work environment, professional growth

opportunities, a forum for offering suggestions or expressing concerns, and a competitive salary and benefits package. Despite these efforts, the school anticipates there will always be turnover due to a variety of reasons. The school will conduct exit interviews with all employees who leave in order to determine if the school needs to improve its methods for staff retention. The school will administer annual surveys to all employees to identify areas of strength and areas for improvement. In the case of leadership or staff turnover, the school will have a comprehensive system in place for the recruitment of qualified employees to fill vacancies as expeditiously as possible. The school will encourage non-certified teacher assistants to complete their education and training in order to develop a pool of prospective teachers. Additionally, the school will provide leadership opportunities and training for key staff members to develop their leadership skills in order to develop a pool of individuals that could fill vacant leadership positions.

- (g) **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.**

The salary ranges for staff at Oxton Academy will reflect compensation, health, and retirement programs that are consistent with CMCSS, with a budget that has been developed to account for reasonable increases that will be tied to the cost of living as evidenced by over twenty years of data to support those increases.

Oxton Academy recognizes the importance of retaining qualified staff to ensure the continuity and effectiveness of the school's educational program. As a small, student-focused high school, the governing board believes it can attract and retain a core group of dedicated, competent professionals. With a competitive compensation and benefits package and a goal of high morale, driven by faculty empowerment through shared decision-making, staff retention is expected to be high. Teacher wages will be consistent with the community in which they live with increases commensurate with cost-of-living increases, and at the discretion of the Board, selected staff who consistently go above and beyond in reaching the lives of children in the most positive ways will be awarded with bonuses. Moreover, the School will help supplement professional growth and self-improvement leading to advanced degrees and additional licensed content areas. Further, by taking a great degree of administrative duties away from faculty members, teachers are free to focus on student learning and their own performance.

In order to attract qualified staff and/or specialized CTE instructors, with industry certifications and expertise, Oxton Academy will compensate teachers who commit to an EPP with stipends that will be determined by the amount of hours necessary for completion of their program, as well as the subject matter in which the teacher will be certified. For the first year of operation, the school has budgeted \$3000 each for two teachers.

Additionally, Oxton Academy High School will have a campus security person. Depending upon enrollment and/or funding, the leadership team will make that determination prior to the start of year one as to whether this individual will be an actual law enforcement officer. However, there will be a designated, specific, security person on campus at all times that students are present. We have included a minimal salary of \$45,000 in the school budget to maintain appropriate funding for that position.

- (h) Explain whether the employees will be at-will or whether the school will use employment contracts.

Oxton Academy will foster an excellent work environment for its employees by ensuring a clear system of communication among leaders and employees, promoting a positive and respectful work environment, and demonstrating its commitment to employees by responding effectively to employee concerns. The School will hire employees at-will and provide them with annual contracts. Employment contracts are used for instructional personnel, non-instructional personnel, and administrative personnel. The conditions, assertions, and agreements by the employee that are contained in the contracts include, but are not limited to, the following: Legal qualifications to be an employee of the school that address certification requirements, education, training, or experience; terms of employment; dates of employment; salary; agreement to abide by laws, regulations, and policies of the school; acknowledgement that employee's relationship with the school is as an at will employee; acknowledgement that there is no expectancy of re-employment; and grounds for termination.

- (i) Include a copy of the school's employee manual and personnel policies as Attachment I.

Oxton Academy plans to model their employee manual after that of the Authorizer. A sample has been included 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.

Position	Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5
Principal/School Leader	1	1	1	1	1	1
Assistant Principal	1	1	1	1	1	1
Dean(s)	N/A	N/A	N/A	N/A	N/A	N/A
Guidance	1	1	1	1	2	2
Additional School Leadership						
Classroom Teachers	4	5	6	6	6	6
Classroom Teachers (SWD, ELL, Foreign Language, etc.)	2	2	2	2	2	2
Student Support Positions (Social Workers, Psychologist, etc.)		1(PT)	1(PT)	1(PT)	1(PT)	1(PT)
Student Support Positions	1(PT)	1(PT)	1(PT)	1(PT)	1(PT)	1(PT)
Specialized School Staff – SWD Teacher/Coordinator	1(PT)					
Specialized School Staff (Security)	1	1	1	1	1	1
Teaching Aides or Assistants						
School Operations Support Staff	1	2	2	2	2	2

It should be noted that Oxton Academy is designed be a very small, personalized high school targeting a unique and different student population. The majority of instruction will be accomplished online via Apex learning. Certified teachers will oversee students as work on their individualized curricula and serve as a resource, provide remediation and mentoring. While some career/technical courses will be delivered via Apex, others will be instructor-driven at the school site. To this end, Oxton plans to hire part-time certified or endorsed educators to provide instruction in courses pursuant to the selected career pathways. In some cases, industry certified



instructors will have a Practitioner Occupational License obtained through the State-approved process.

The practitioner occupational license is valid for three years and may be renewed. Tennessee offers a practitioner occupational license in many CTE endorsement areas. At a minimum, educators interested in the occupational practitioner license must:

- be a high school graduate;
- be enrolled in or have completed a state approved educator preparation program;
- be recommended by a state-approved occupational educator preparation program;
- meet endorsement experience requirements; and
- meet industry certification requirements.

## 2.5 Professional Development

- (a) **Describe the expected number of days and hours for professional development throughout the school year and explain how the proposed 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.**

Professional development at Oxton Academy will be ongoing and built into the school week as well as the school year. The School will ensure that teachers have access to professional opportunities that afford them support and training appropriate to their level of expertise, knowledge, and experience. Time will be designated for administrators and teachers to collaborate during Professional Learning Community (PLC) time facilitated by administrators and other school leaders, thereby creating new professional opportunities for teachers, including ownership of the learning program at the school site. The school will allocate ten professional development days for teachers and staff within the annual school calendar in line with the Authorizer’s calendar for consistency throughout the district. These dedicated professional development days will allow Oxton Academy faculty to obtain specific, content-area training for individual growth and improvement. As the faculty consists of so few teachers, there will not be individual departments. Rather, each teacher with their own content expertise will contribute to the overall efficacy of the school program under the direction of a *lead teacher*. In addition to the ten professional days each school year, the faculty will have weekly PLC time of 45 minutes, facilitated by the School’s lead teacher. These sessions will focus on student data, student support and achievement, interventions, general pedagogy, safety/classroom management and any social-emotional issues of students among other topics of general concern.

- (b) **Identify the person or position responsible for professional development.**

The Principal of Oxton Academy will be responsible for overseeing professional development activities. The Principal will be assisted in this endeavor by the lead teacher and the assistant principal.

- (c) **Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan. Be sure to address the areas of special education and English learners, including implementation of IEPs, discipline of students with disabilities, and communication with EL families.**

A professional development (PD) system is a complex set of behaviors that support both individual growth and success on school improvement initiatives. In determining the core components of the professional development plan at Oxton Academy, the school reviewed State Board Policy 5.200 (Professional Development) and 5.502 (Educator Licensure), which includes, “Professional learning is an essential part of effective organizations. In successful schools, principals and teachers engage in continuous learning and improvement in order to enhance the learning of their students.” At Oxton Academy, the principal will develop a school-wide culture that focuses on student achievement, and will facilitate professional learning opportunities for teachers and administrators in an effort to improve the quality of education offered to students at the school. Another important component of a professional development plan is to facilitate professional learning that is designed to improve teacher effectiveness, thereby leading to increased student achievement. Moreover, teachers, support staff, and administrative personnel who have been evaluated as less than satisfactory will be required to participate in specific

professional development programs as part of the improvement prescription. Oxton Academy recognizes the importance of aligning professional development for teachers and administrators to evaluation results. Per State Board Policy 5.201, “evaluations shall be a factor in employment decisions, including, but not limited to, individual and group professional development plans.” To this end, Oxton Academy will identify priorities for professional development and allocate resources in ways that will improve instruction and enhance children’s success in school.

The core components of the professional development plan for Oxton Academy will be in alignment with both the statutory requirements and standards cited in State Board Policy 5.200 and the School’s philosophy of teacher empowerment, which also include the implicit prerequisites of:

- An educator’s commitment to students, all students, is the foundation of effective professional learning.
- Each educator involved in professional learning comes to the experience ready to learn.
- Because there are disparate experience levels, and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.
- Like all learners, educators learn in different ways and at different rates

Teacher empowerment allows the entire faculty to take on a leadership role in assisting school administration with foundational support and guidance resulting in the success of Oxton’s students.

With a very small faculty and a schedule that promotes time for teacher collaboration, Oxton Academy leadership will promote and support a school-wide PLC as the norm for self-improvement. This approach lends itself to the integration of important strategies proven to increase student achievement. These PD activities for instructional personnel will focus on analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor and relevance, reading in the content areas, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, strategies for working with SWD’s and EL’s and school safety. Many of the teaching and learning strategies for supporting a wide variety of learners have been previously enumerated in Sections 1.3, 1.4 and 1.9. For those teachers new to the profession or for those that are not familiar with these approaches or interventions, guided support and mentoring will be offered through trained experts.

Professional learning activities for school administrative personnel will address updated skills necessary for instructional leadership and effective school management supported by external training. The School will conduct an annual professional development needs assessment of faculty and staff as another means of identifying specific training needs for the School. Each year, the Oxton Academy will develop a calendar of professional development activities and training sessions using internal and external resources to meet the needs of not only the total school community, but the needs of individuals as well. Professional development for

administrators and instructional personnel will be based on need in response to school-wide problems, goals, and raising the bar of student achievement and/or closing the achievement gap. Assessment data will provide administrators and teachers with the information they need in order to plan professional development and reach all students. Effective professional development enables teachers and other educators to know more over time about their subjects, students, and practice and to make informed use of what they know.

### ***Internal Professional Development (Uniform and Individualized)***

The mission and underlying philosophy of Oxton Academy is to allow disenfranchised students to maximize their capacity to learn and be successful. This is the belief of the governing board and is paramount for school administrators and faculty. Just as students are challenged to continue to excel and master new skills, so are the adults. Moreover, all educators must embrace learning as a life-long process that continues to evolve. In order to maximize student performance, school leaders must constantly maximize their own performance. As such, specific content taken from Carol Dweck's *Growth Mindset* will be incorporated into professional learning at the school as means to promote continuous quality improvement of staff. This approach helps both professionals and students to maximize their potential and is especially important for the target population at Oxton Academy, who for any number of reasons have not been previously successful. At Oxton Academy, professional development will be delivered to all instructional and administrative personnel and will be followed up with support and guidance to ensure implementation and accomplishment of school-wide goals. On-site trainings will be a shared responsibility of School personnel with specific expertise as well as by outside resources (curriculum experts, consultants, textbook publishers, educational software companies) to ensure that necessary and required activities are provided. Further, one or more of the School's administrators will participate in any comprehensive, school-wide PD for the purpose of continuity and application.

In addition to school wide professional development opportunities, faculty members will each complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its' compatibility to ensuring the professional development exercise will serve to benefit the student, and a timeframe in which the staff development exercise should occur. This approach targets specific content-area material relevant to the instructor's area of certification and encourages the instructor to avail him/herself with both virtual and face-to-face applicable coursework. The principal, or his/her designee will approve all IPDPs and at such time the principal may elect to recommend additional professional development that should occur within a given timeframe. Each faculty member will create an individual portfolio documenting all professional development and citing examples of its integration within their respective classroom.

The principal or member of the administrative staff, together with the teacher, will commit to the IPDP, including the allocation of necessary resources for plan implementation, and observation of new/struggling teachers by veteran/mentor teachers/staff to implement support strategies.

### ***External Professional Development (Uniform and Individualized)***

All instructional and administrative personnel will be encouraged to access opportunities offered by the Tennessee Department of Education, Tennessee Charter School Center, the District, and/or local colleges and universities to meet their individual professional development needs. Professional development is mandated by State Board Policy for recertification. To renew a professional license, an educator must submit sixty (60) professional development points (PDPs) that have been accrued during the validity period of the license. For those opting for college or university coursework: 1 semester hour credit = 10 PDPs, or 1 semester hour audit = 5 PDPs. Additionally, with the School's strong focus on reading across the curriculum, teachers will be encouraged to obtain a reading endorsement for which there is an additional supplement. Staff members will attend professional development workshops or training sessions related to their job descriptions that are provided by the District, as available. Administrators and staff will receive training offered by the District (as negotiated) in order to support continual growth in the knowledge and expertise required for their specific jobs. For information and content that is not subject-specific, the employee will be expected to bring the knowledge back to share with staff, through the PLC process.

- (d) Provide a schedule and overview of professional development that will take place prior to the school's opening.**

Professional development at Oxtan Academy will be ongoing and built into the school week as well as the school year. The School will ensure that teachers have access to professional opportunities that afford them support and training appropriate to their level of expertise, knowledge, and experience. Time will be designated for administrators and teachers to collaborate during the PLC facilitated by administrators and the teacher leader, thereby creating new professional opportunities for teachers, including ownership of the learning program at the school site. In addition to an extensive orientation to Oxtan Academy prior to being hired, the School will allocate four of its ten professional development days, prior to beginning the school year, for administrators and staff to meet and plan for its wrap-around educational program for students. Included in this process will be a review/training in:

- Student data, needs and potential issues
- Developing and using the ILP
- Instruction and intervention using the facilitative model
  - Reading in the content areas
- Formative assessments
- School technology and software including:
  - Student Information System (SIS)
  - Apex Curricula
  - Additional support curricula
- An overview of Growth Mindset/SEL

These components will be reviewed, reinforced and updated through weekly faculty and PLC meetings. Again, a small faculty allows for a more collegial and informal discussion truly focused on student need and alignment of resources. Since teachers are empowered to observe and consult with each other, support staff and School administration, providing opportunities for continual improvement will be paramount in order to address student needs and deficits.

- (e) **Describe the training that will be provided to all staff on the topics of anti-racism, unconscious bias and/or culturally relevant pedagogies.**

Among the various training opportunities for all Oxton Academy staff will be:

- **Growth Mindset:** Past failures of many drop-outs and potential drop-outs have undermined these students' self-confidence and motivation to succeed. This may be a definite attribute for many of Oxton Academy's targeted population. As a result, the School plans to incorporate the research of Carol Dweck. Carol Dweck and her colleagues became interested in students' attitudes about failure more than 30 years ago. They noticed that some students rebounded while other students seemed devastated by even the smallest setbacks. After studying the behavior of thousands of children, Dr. Dweck coined the terms *fixed mindset* and *growth mindset* to describe the underlying beliefs people have about learning and intelligence. When students believe they can get smarter, they understand that effort makes them stronger. Therefore, they put in extra time and effort, and that leads to higher achievement. Subsequent studies proved that we indeed can change a person's mindset from fixed to growth, and when we do, it leads to increased motivation and achievement. Due to unconscious bias, many teachers actually help to foster a fixed mindset in their students. To this end, researchers also noticed that "teacher practice" has a big impact on student mindset, and the feedback that teachers give their students can either encourage a child to choose a challenge and increase achievement or look for an easy way out. For example, studies on different kinds of praise have shown that telling children they are smart encourages a fixed mindset, whereas praising hard work and effort cultivates a growth mindset. When students have a growth mindset, they take on challenges and learn from them, therefore increasing their abilities and achievement.
- **Reading in the Content Area:** Without a substantial change in their academic literacy, U.S. high school students face continued academic problems in high school and college because they are unable to handle the quantity and complexity of assigned reading (ACT, 2012). The WWC has substantiated the need for secondary teachers to be cognizant of their practices and attitudes toward supporting students with strategies that help develop vocabulary, fluency and comprehension. Expectations that all high school students can read and read effectively, need to be dispelled in favor of a comprehensive approach to helping students with reading issues.
- **Social and Personal Competencies:** Any student or teacher can give countless examples of how our educational system has not only ignored but exacerbated and even directly contributed to mental-health issues for ourselves or our friends, colleagues, and students. Social and Personal Competencies can not only foster improved resilience, but lay a strong foundation for acceptance of others based on race, gender or culture. In order to be successful in college, a career, or life, students must experience both academic and

social-emotional growth. A wide range of behaviors both in and out of school have been shown to predict whether students dropout, or successfully graduate. One of the most important is student engagement, which includes students' active involvement in academic work (e.g., coming to class, doing homework) and the social aspects of school including feeling empowered and having a trusted relationship with an adult. Empowering teachers with listening and mentoring skills can help to break down stereotypical barriers and allow them to support and guide their students toward a positive outlook on learning and life.

**(f) Describe the plan to cultivate future leadership capacity.**

Even though Oxton Academy will be a small high school with limited administrative and faculty positions, teacher empowerment and development will be critical to achieving its mission and vision. An engaged and motivated faculty comprised of teacher leaders is essential to impact Oxton Academy's targeted population. Teachers will be encouraged to actively improve themselves be it through the School's PD mechanisms or more formal means. Those who are especially driven will be given leadership opportunities as trainers, mentors and other quasi-administrative roles with opportunities for advancement when openings occur.

**(g) Explain plans for differentiating professional development for different groups of teachers, such as new versus experienced teachers.**

In addition to overarching training that all faculty will receive, Oxton Academy will offer a differentiate approach to PD. Each staff member completes an Individual Professional Development Plan (IPDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its' compatibility to ensuring the professional development exercise will serve to benefit the student, and a timeframe in which the staff development exercise should occur. The principal, or his/her designee will approve all IPDPs and at such time the principal may elect to recommend additional professional development that should occur within a given timeframe. Each faculty member will create an individual portfolio documenting all professional development and citing examples of its integration within their respective classroom.

Moreover, with a relatively small faculty and a schedule that promotes time for teacher collaboration, Oxton Academy leadership will promote and support a professional learning community (PLC) as the norm for peer-supported, self-improvement. This approach lends itself to the integration of important strategies proven to increase student achievement while empowering teachers to expand their own knowledge base. Since it is done collaboratively, teachers feel a sense of engagement and support, not always experienced in larger, mass trainings. Further, PLCs are an excellent way to help cultivate newer teachers through a collegial and supportive learning environment. For content-specific areas, faculty will have access to external means to obtain further training and support.

**(h) Explain how the proposed school will provide orientation to teachers that are hired mid-year.**

Any prospective teachers who are hired at Oxton Academy at the beginning of a school year or at some time during the school year, will be provided an orientation in advance of their starting date. The rather extensive orientation will be delivered by an administrator and counselor with a focus on Oxton Academy's students and the approach used by the School's staff to re-engage and support them. The orientation also includes assignment of a mentor to support this individual. The mentor will be an experienced faculty member with proven leadership qualities. As stated above, the new teacher will also complete an IPDP and become part of a PLC for ongoing support and growth.



## 2.6 Insurance

Charter schools must have appropriate insurance coverage. Applicants should check with their district to determine the necessary coverage amounts. As Attachment J, please provide the following:

- (a) A list of the types and corresponding amounts of insurance coverage the proposed school will secure. Types of insurance should include, at a minimum, workers' compensation, employer liability, property, professional liability, surety bonds pursuant to Tenn. Code Ann. §49-13-111 (n) and sexual abuse.

Oxton Academy will comply with all insurance regulations pursuant to Tenn. Code Ann. §49-13-111 (n). These include:

- General Liability: \$1,000,000 Per Occurrence/\$2,000,000 Aggregate
- Professional Liability: \$1,000,000
- Sexual Abuse & Molestation: \$1,000,000
- Umbrella Liability: \$2,000,000
- Workers Compensation: \$1,000,000

Students who may be working off the school site will be covered under any insurance umbrella in which the school itself is operating at its own facility. Schools in the state of Tennessee routinely provide for insurance, especially in the CTE area of study where it is expected and likely that students will work internships at industry partner locations around the school community. Oxton Academy will have the same insurance as required by state laws.

- (b) A letter of coverage from an insurance company stating they will provide the required coverage upon approval of the charter application. The letter should include provisions for assuring that the insurance provider will notify TDOE within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to Tenn. Code Ann. §49-13-107 (b) (19).

Pursuant to Tenn. Code Ann. §49-13-107 (b) (19), Oxton Academy has included a letter of coverage as **Attachment J**, inclusive of the provision that the insurance provider will notify the department of education within ten (10) days of the cancellation of any insurance it carries on the charter school.

**Note: if the proposed school intends to have school athletics, additional liability coverage will be required.**

N/A

## 2.7 Transportation

- (a) **How will you transport the students to and from your proposed school daily, if applicable?**

Oxton Academy does not plan to offer regular bus service for its students other than in the form of Clarksville Transit System bus passes.

- (b) **How will you transport students to any extracurricular or after school activities, Saturday school, and/or field trips (where applicable)? Include budgetary assumptions and the impact of transportation on the overall budget.**

Should the need arise, the School will contract with a private company licensed to transport students.

- (c) **If applicable, outline your proposed transportation plan as follows:**

- **Describe the plan for oversight of transportation operations (e.g., whether the proposed school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof) and who on the school staff will provide this daily oversight.**

Student transportation will be a designated responsibility of the School's Assistant Principal. The transportation supervisor would be the designated individual to seek out transportation resources, identify and prioritize the best and safest service upon review of references, and would monitor the daily operations of such transportation services to ensure safety and timeliness for all students, including special needs students.

- **Describe how the school will transport students with special transportation needs and how that will impact your budget.**

Oxton Academy plans to contract with the Authorizing District, as applicable, for special needs students who cannot travel via public transportation. Otherwise, the School will contract with a private company licensed to transport students. The School plans to set aside funding for this purpose.

- **Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.**

While the number of students requiring transportation would be incredibly small, as indicated by their presence in other schools, the high school would contract out with local companies to provide that transportation, as required by federal law within IEP's. Should the School contract with a private transportation service, it will ensure the said company meets all state and federal regulations relating to the transportation of students. Safety expectations by the State of Tennessee would be met and or exceeded in the transportation of any student to or from the school or work locations.

- **Explain how you will ensure compliance with Tenn. Code Ann. § 49-6-2116**

Per Tenn. Code Ann. § 49-6-2116, Oxton Academy shall appoint its Assistant Principal as its Transportation Supervisor. That individual will participate in all required training and shall have

their name submitted by August 15 preceding the new school year along with applicable proof of the required training. Additionally, governing body shall adopt a transportation policy relative to the safe transport of students. This policy shall include:

- (1) A procedure for students, parents, teachers and staff, and the community to report school bus safety complaints;
  - (2) A procedure for the transportation supervisor to investigate any complaint of a safety violation or concern, such that:
    - (A) The investigation is commenced within twenty-four (24) hours of receipt;
    - (B) Within forty-eight (48) hours of receipt of a complaint, a preliminary report is issued to the director of schools that includes the time and date of receipt of the complaint, a copy or summary of the complaint, the school bus driver involved, and any prior complaints or disciplinary actions taken against the driver; and
    - (C) Within sixty (60) school days of receipt of a complaint, a final report is issued to the director of schools in writing that includes any findings of the investigation and any action taken by the transportation supervisor in response to the complaint;
  - (3) A requirement that each school bus serving the district or charter school be equipped with the phone number for reporting complaints on the rear bumper;
  - (4) A process to provide annual notice to students and parents regarding the process for reporting complaints; and
  - (5) A policy or procedure for the collection and maintenance of the following records, regardless of whether transportation services are provided directly by the charter school or via contractual agreement as authorized under § 49-6-2101(d):
    - (A) Bus maintenance and inspections;
    - (B) Bus driver credentials, including required background checks, health records, and performance reviews;
    - (C) Driver training records; and
    - (D) Complaints received and any records related to the investigation of those complaints.
- (d) **If you are not providing transportation, describe how students will get to and from your school.**

Oxton Academy plans to locate its facility within a reasonable distance from where the majority of its targeted population resides. As such, most students will be able to walk (or drive their own vehicle if applicable). Other students, beyond two miles will be given Local Transit System bus passes to use each school day, or may be transported by an adult.

## 2.8 Food Service

**Describe the proposed school's proposed food service plan and include the following:**

- (a) **A clear description of how the proposed school will offer food service to the students, including how it will comply with applicable district, state, and federal guidelines and regulations. Include any plans to meet the needs of low-income students.**

If possible, the Governing Board will contract for food services with the Authorizer, or if it determines it would be more beneficial, it will contract with an approved food service vendor. In latter case, the school will contract with an independent provider to prepare meals for the School to keep warm and serve to students. If an independent provider is required, the school will solicit bids from private vendors who will prepare, deliver food to the school in accordance with state and federal standards. Vendors will be required to submit evidence of approval as a food service vendor for the National School Lunch Program.

The school facility will include a cafeteria that meets state nutritional and sanitation standards for maintaining and serving prepared food. The school will provide basic equipment for serving meals and foods will be maintained at the proper temperatures through acquisition and use of necessary equipment. The school and vendor will adhere to dietary guidelines under the National School Lunch Program and will transport meals in approved refrigeration coolers and holding devices (warmers) so safe and proper temperature control will be maintained during transportation of cooked meals. The private vendor will be required to maintain and supply the school with daily lunch records of all lunches served and current copies of inspection and insurance certificates.

Oxton Academy will have satisfactory health inspections, conducted as required by the State Department of Health, County Department and to maintain a Permit for Food Service. Oxton Academy's cafeteria employee will post in a visible location and on the charter school website the charter school's semiannual sanitation certificate and a copy of its most recent sanitation inspection report. The School will provide free and reduced priced meals for eligible children (children from households with incomes of less than or equal to the income criteria may be eligible for either free or reduced priced meals).

If the board chooses to contract with a state-approved food vendor, Oxton Academy will become an approved Sponsor of the National School Lunch Program and the school will participate in the free/reduced priced meal program. To apply for the National School Lunch Program (NSLP) and the School Breakfast Program (SBP), there are four steps that must be followed, as delineated in the Florida Department of Agriculture and Consumer Services (Division of Food, Nutrition, and Wellness) website:

- (1) Meet the requirements listed for charter school applicants;
- (2) Complete the Prospective Sponsor form;
- (3) Register and attend an NSLP in-person training, as well as an NSLP Web training; and
- (4) Complete the required forms and submit on online application for the NSLP.

This will be in accordance with the State Department of Education Rule 0520-01-06 that stipulates which schools are eligible to participate in the national school lunch, school breakfast, and other food service programs based upon an application submitted by the governing board.

- (b) How the proposed school intends to collect free and reduced-price lunch information from qualified families (including those schools that will participate in the Community Eligibility Provision).**

Oxton Academy's procedures for identifying eligible students will mirror the Authorizer's procedures as follows:

- 1) The School will distribute an Application for Free and Reduced Priced Meals and the Letter to Households during the first week of each new school year.
- 2) Instructions on how to apply and Letter to Households are distributed by the schools to every student as required by USDA regulations. Applications are made available online and paper applications are made available at each school and the Child Nutrition Department.
- 3) Any family desiring a student to participate in the Free and Reduced Price Meals program submits an application to the school unless they have been notified of approval through "direct certification". All children in one household who attend Oxton Academy must be identified on one application except as instructed in the Letter to Households.
- 4) The School will submit applications to the Authorizer's Central Office Child Nutrition Department for processing (if working through the District). Otherwise, the School will handle that aspect.
  - a. Applications are checked for completeness and processed within ten business days of receipt.
  - b. Completed applications are dated stamped and information is entered into the School's SIS.
  - c. The School will determine the eligibility status based upon Federal criteria and creates notification letters.
  - d. Incomplete applications are returned to the students with a letter outlining required information.
- 5) Central Office Child Nutrition Department or Oxton Academy will send notification letters to the School or students noting approval or denial to the Free and Reduced Program. Current year approval or denial immediately overrides the eligibility status on grace period.
- 6) Applicants who wish to question the decision of status contact the Hearing Official as stated in the notification letter. The Hearing Official listens to the concerns, reviews any additional information submitted and advises the applicant of a decision.
- 7) Students receive benefits within 3 days of processing date as identified in the notification letter.

- (c) Describe how the food service vendor will be selected or, in the alternative, how the proposed school will provide meals in-house.**

If an independent provider is required, the School will solicit bids from private vendors who will prepare and deliver the food to be served by the school in accordance with state and federal standards. Vendors will be required to submit evidence approval as a food service vendor for the National School Lunch Program. The board will identify a committee to review bids and vendors will be

ranked according to experience, price, etc. The winning bidder will be notified and asked to execute a Food Service Agreement with the board. The school facility will include a serving cafeteria that meets state nutritional and sanitation standards. The school will provide basic equipment for maintaining and serving prepared meals. Foods will be maintained at the proper temperatures through acquisition and use of necessary equipment. The School and vendor will adhere to dietary guidelines under the National School Lunch Program and will transport meals in approved refrigeration coolers and holding devices (warmers) so safe and proper temperature control will be maintained during transportation of cooked meals. The private vendor will be required to maintain and supply the school with daily lunch records of all lunches served and current copies of inspection and insurance certificates.

## 2.9 Additional Operations

Describe the proposed school's plan for supporting the following operational needs:

- (a) **Technology:**
- **List the technology that will be required to meet the academic and operational needs of the proposed school. Include any technology needed for classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces.**

Oxton Academy plans to utilize technology extensively in every classroom. Every student will have access to a computer during the school day for lessons, remediation, interventions and assessments. Additional technology aligned with the various career pathways will also be provided in select learning locations. The school believes that significant gains in achievement and engagement can occur for high needs students in an environment characterized by computer use that engages students in interactive learning that offers multiple representations of ideas and real-time digital feedback, as well as opportunities to apply learning to virtual situations. Moreover, the need to differentiate and individualize instruction to meet the needs of Oxton Academy's diverse population supports the extensive use of technology to meet both academic and operational needs of the School.

Laptops and protective cases will be issued, on loan, to each enrolled student for the duration of the school year in which he or she is enrolled. At the end of the year, or at the time a student withdraws from the school, the laptop is collected, cleaned, checked for software and hardware stability, and reissued. Additionally, each classroom will have one or two desktop computers that will be permanently placed in the room for group projects, or in the event that a student forgets to bring his or her laptop to school on any given day. A media center will also be established with a minimum of 15 desktop computers for student use in testing scenarios. All computers will be monitored through Google Classroom for specific software use, with blocking software for inappropriate sites, and teachers will use the View software to remotely monitor all work being done in classroom setting.

In compliance with the Children's Internet Protection Act (CIPA) Oxton will ensure that there are protection measures in place to block or filter Internet access to pictures that are: (a) obscene; (b) child pornography; or (c) harmful to minors (for computers that are accessed by minors). To this end, the School will adopt an Internet Protection Policy in accordance with CIPA. Before adopting this Internet safety policy, the School will provide reasonable notice and hold at least one public hearing or meeting to address the proposal.

Said policy will also include the following requirements: 1) the Internet safety policy must include monitoring the online activities of minors; and 2) as required by the Protecting Children in the 21st Century Act, they must provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. The policy will also address:

- Access by minors to inappropriate matter on the Internet;
- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
- Unauthorized access, including so-called "hacking," and other unlawful activities by

- minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- Measures restricting minors' access to materials harmful to them.
  - **Describe how the proposed school will ensure student access to the technology required for state-mandated assessments; include infrastructure requirements and costs in the budget section.**

As indicated above, Oxtan Academy will have at a minimum a one-to-one computer/student ratio. Each student will have access to the appropriate technology for all State-required assessments.

**(b) Student information management:**

- **Describe how the proposed school will ensure compliance with the Family Education Rights and Privacy Act (FERPA) and state regulations regarding student privacy and disclosure of student data and records.**

Oxtan Academy will protect the privacy of all individual student records in compliance with the federal Family Educational Rights and Privacy Act of 1974 (FERPA), a federal law that protects the privacy of student records. Any educational institution that receives federal funds under any program administered by the Secretary of Education must comply with FERPA. FERPA affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights include:

- The right to inspect and review the student's education records
- The right to exercise the right of waiver of access to confidential letters or statements
- The right to request the amendment of the student's education records that the parents or eligible student believes are inaccurate misleading or otherwise in violation of the student's privacy rights under FERPA
- The right to a hearing if the school decides not to amend the records as requested by the parent of eligible student
- The right of privacy of personally identifiable information and the right to provide written consent before the school discloses personally identifiable information

The School will ensure that only parents and eligible students have access to a student's school records. After the student turns eighteen or starts attending a post-secondary educational institution, that right will transfer to the student only. The school will adhere to those exceptions to the written consent requirement, including releasing information to the Department of Juvenile Justice and other government agencies to perform official duties, as necessary. To ensure the security of student records, the school will implement the following procedures:

- Secure files and student records in fire proof file cabinets and restrict access to authorized personnel
- Restrict access to electronic student records information to those staff members who are required to use information to perform essential job functions
- Lock offices and spaces where records and student information are used and stored



- Limit access to offices and work stations to authorized personnel
- Require all pertinent personnel to sign confidentiality agreements
- Require students, and others as authorized, to present a photo ID for identification purposes before releasing information
- Utilize screen protectors on computer monitors to keep unauthorized personnel from viewing student information
- Utilize password-protected workstations to keep unauthorized personnel from logging on to staff computers after hours.

(c) **School health and nursing services:**

- **Describe your plan for compliance with the Coordinated School Health Program, including any plans to hire a school nurse.**

Oxton Academy's health education curriculum and program will address the physical, mental, emotional, and social dimensions of health. The activities of the curriculum and program will be integrated into the daily life of students and designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. The curriculum and program include a variety of topics such as personal health, family health, community health, consumer health, environmental health, family living, mental and emotional health, injury prevention and safety, CPR, nutrition, prevention and control of disease, and substance use and abuse. When provided by qualified, trained teachers, health education helps students acquire the knowledge, attitudes, and skills they need for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others. A copy of the course standards is included in **Attachment X**.

Health services at Oxton Academy will be provided by different staff according to their expertise and supervised by a part-time school nurse in order to appraise, protect, and promote the health of students. The nurse will be available to observe a certified health instructor and also meet and assess individual students with health issues either self or teacher-reported. These services include health assessments, planning, coordination of services, and direct care for all children, including those with special health care needs. Health services will be designed and coordinated with community health care professionals to ensure early intervention, access, and referral to primary health care services; to foster appropriate use of primary health care services; to prevent and control communicable disease and other health problems; to provide emergency care for student and staff illness or injury; to provide periodic services for children with special health care needs; to plan for the management of chronic health conditions (such as asthma or diabetes); to promote and provide optimum sanitary conditions for a safe school facility and school environment; and to provide educational and counseling opportunities for promoting and maintaining individual, family, and community health.

Oxton Academy will also contract with a part-time mental health counselor for additional services that support the overall well-being of its students. All students will receive supportive social/emotional services, including developmental classroom activities and preventative educational programs, in an effort to enhance and promote academic, personal, and social

growth. Students who may have special needs are served through the administration and interpretation of psychometric and psychoeducational tests, observational assessments, individual and group counseling sessions, crisis intervention for emergency mental health needs, family/home consultation, and/or referrals to outside community-based agencies when appropriate.

- **Include who at the proposed school will supervise the school nurse and his/her role in ensuring compliance with health regulations.**

The administration of Oxtan Academy under the supervision of the governing board will supervise the part-time nurse and other employees responsible for compliance with all health regulations. The School's guidance counselor's role will also include networking with community health agencies and local resources to assist students and their families as the need arises.

**(d) Safety and security:**

- **Describe your plan for ensuring the safety and security of students, staff, guests, and property. Identify the person or position responsible for school safety operations.**

The governing board and Oxtan Academy's administration will ensure that all provisions of Tenn. Code Ann. § 49-6-4201-4219 are adhered to at the school in ensuring the safety of all faculty, staff and students on the property. The School will implement a Security Action Plan articulated in its Staff Handbook that prepares all staff for unanticipated events including but not limited to: medical, fire, hazardous, weather security, etc. The School will cooperate with the District to provide the safest school possible for the staff and students, and will incorporate all the applicable and appropriate District-approved emergency efforts in order to maintain a safe school environment. Accordingly, the School will, at a minimum, adopt the emergency plans for fire, tornado, and child safety currently in effect within the District. At this time, the Governing Board is planning to implement inspections of all bags upon entry into the school, as well as a stand-alone metal detector for students to pass through, much like one sees in airports.

- **What will be the process and timeline for creating a school crisis plan?**

An Emergency Operations Plan (EOP) will be in place prior to the school opening following the State template included in **Attachment X**. All staff members will be trained in procedures for emergency situations and natural disasters. Staff will be trained to implement an action plan within an emergency situation. Both students and staff will be trained in planning for these events through routine drills and practice. Procedures and plans will be provided to teachers and the staff through the employee handbook, and parents and community members will receive information regarding emergency procedures via newsletters and parent meetings.

Teacher Responsibilities:

In an emergency, teachers will be responsible for the supervision of students in their care, and shall remain with students until directed otherwise. They shall:

- Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols.
- Direct students in their charge according to established Universal Emergency Procedures (to assembly area, Severe Weather Safe Area, etc.)

- Render first aid if necessary.
- Take roll book or attendance sheet with them for student accounting.
- Take roll when the class relocates in Assembly area
- Report missing students and staff to Principal (using color cards)
- Assist as directed by the Principal, or representative of the Emergency Management Team.

Tennessee’s efforts to promote student safety and prepare schools for potential threats have increased over the past 20 years, particularly through the adoption of the Safe Schools Act of 1998 and the Schools Against Violence in Education (SAVE) Act of 2007. The Safe Schools Act was the state’s first effort to provide training and limited grant funding to enhance school safety. The SAVE Act established specific and consistent requirements for districts related to providing a safe school environment, including the formation of district and school safety teams and requirements for the development of comprehensive safety plans. These plans, referred to as emergency operations plans (EOPs), outline how schools prepare for, respond to, and recover from emergencies ranging from hazardous weather conditions to violent incidents on campus.

### **Guiding Principles of Safety and Security at Oxtan Academy**

- Students and educators fundamentally deserve to feel safe in schools.
- School safety and emergency operations planning must be approached comprehensively with attention to safety planning, preparation, and prevention.
- School climate planning and assessment strategies must be integrated into the school safety planning process.
- The School will prioritize placing trained law enforcement officers in schools.

Oxtan shall employ the annual Tennessee Department of Safety and Homeland Security (TDOSHS) school safety and security assessment. The assessment tool rates the school on 89 safety standards by assigning a value of “did not meet,” “met,” or “exceeded.” The Assistant Principal and a member of a local law enforcement and/or the School’s security specialist will have completed a training led by TDOSHS and then work together to conduct the school security assessment. The assessment includes the following domains:

- Perimeter Control (3 items): controlling access to a school campus
- Vehicle Control (4 items): limiting vehicle access to and on school grounds
- Access Control (11 items): preventing unauthorized access to school, classrooms, and sensitive areas
- Visitor Management (3 items): screening and tracking visitors
- Surveillance (4 items): monitoring and documenting activity on school grounds and within school buildings
- Communications (2 items): communicating within the school building and with local first responders and families
- Emergency Planning and Prevention (9 items): developing and documenting processes

and procedures

- Training (2 items): conducting drills and training related to security and/or response procedures
- Personnel (2 items): identification and staffing of security-related positions

In addition to the school security assessments, the School shall maintain a drill log for each school year. Drill logs are records of all drills that take place during a school year. During each school year, the School will complete: one fire drill with full evacuation every 30 school days, with two of those fire drills occurring within the first 30 days of the school year; one intruder drill conducted in coordination with local law enforcement; one CPR/AED drill for each school having one or more AEDs; three additional drills (full evacuation not required); and two earthquake drills for schools or districts entirely or partially within 100 miles of New Madrid Fault Line.

**Earthquakes** can happen at any time with little to no warning. In fact, portions of West Tennessee lie along the New Madrid fault line. Preparing for this unique type of emergency can help save precious lives. Earthquakes are actually foreshocks and a larger earthquake might occur. During a quake, be sure to minimize your movements to a few steps and stay indoors until the shaking has stopped.

**What to do if you are . . .**

**Indoors**

- DROP to the ground; take COVER by getting under a sturdy table or other piece of furniture; and HOLD ON until the shaking stops. If there is not a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
- Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.
- Stay in bed if you are there when the earthquake strikes. Hold on and protect your head with a pillow, unless you are under a heavy light fixture that could fall. In that case, move to the nearest safe place.
- Use a doorway for shelter only if it is in close proximity to you and if you know it is a strongly supported, load bearing doorway.
- Stay inside until shaking stops and it is safe to go outside. Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave.
- Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.
- DO NOT use the elevators.

**Outdoors**

- Stay there.
- Move away from buildings, streetlights, and utility wires.
- Once in the open, stay there until the shaking stops. The greatest danger exists directly outside buildings, at exits, and alongside exterior walls. Ground movement during an earthquake is seldom the direct cause of death or injury. Most earthquake-related casualties result from collapsing walls, flying glass, and falling objects.

### **In a moving vehicle**

- Stop as quickly as safety permits and stay in the vehicle. Avoid stopping near or under buildings, trees, overpasses, and utility wires.
- Proceed cautiously once the earthquake has stopped. Avoid roads, bridges, or ramps that might have been damaged by the earthquake.
- Trapped under debris
- Do not light a match.
- Do not move about or kick up dust.
- Cover your mouth with a handkerchief or clothing.
- Tap on a pipe or wall so rescuers can locate you. Use a whistle if one is available. Shout only as a last resort. Shouting can cause you to inhale dangerous amounts of dust.

### **Tornado Danger Signs**

- Dark, greenish sky
- Large hail
- Low-lying cloud that may be rotating
- Loud roar, like a freight train
- Sudden drop in barometric pressure
- Strong winds >60 mph
- Frequent, intense lightning

### **Terms to Know**

- Tornado Watch: Tornadoes are possible in the area. Be ready to act quickly if a warning is issued.
- Tornado Warning: A tornado has been sighted or indicated by weather radar. Take shelter immediately underground to a basement, storm cellar or interior room.

### **Shelter Areas**

#### **Best Shelter Areas**

- Basements or interior lower levels
- Areas with a short roof span
- Away from glass or other safety hazards

#### **Hallways:**

- Use interior hallways at a 90 degree angle to thru hallways that exit to the outside to help reduce wind tunnel effects.
- Harden hallway shelter areas as needed to reduce exposure to flying debris and other hazards.

#### **Do Not Use**

- Areas with large roof spans such as gymnasiums, auditoriums, cafeterias, etc.
- Temporary or portable classrooms.
- Hallways that have glass doors at each end that open to the outdoors.

(e) **School maintenance:**

- **Discuss the plan for school maintenance, including maintenance staff or plans to contract for maintenance services.**

It is the intent of the Sponsor and Governing Board to contract for school maintenance. With a smaller facility and a manageable-sized student body, this would appear to be the best use of

funds. Students and staff will also take on a business-like decorum, which should translate into both groups taking care of their work/school environment, which will also reduce the need for an extensive maintenance program.

**(f) Describe any additional operations, as applicable.**

N/A

**(g) For a sponsor of an existing school in the ASD only, describe any operational matters that will be handled differently following the transition to your home LEA (and that have not already been addressed in another section), the rationale for the differences, and any new resources they would require. If there will be no additional changes to operations, please respond with N/A to this section.**

N/A

## 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:

Should the State of Tennessee's Department of Education not approve Oxton Academy's teacher and administrator evaluation systems, School leadership will seek a waiver for **State Board Policy 5.201**.

## SECTION 3 FINANCIAL PLAN AND CAPACITY

### 3.1 Planning and Budget Worksheet (Attachment N)

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, as

**Attachment N.** The budget must include:

- (a) All anticipated revenues and expenditures
- (b) A back-office budget
- (c) Financial implications of facilities’ plans
- (d) Explicitly detail major assumptions including but not limited to:
  - Student enrollment;
  - All anticipated funding sources<sup>1</sup>, including:
    - Local, state, and federal per-pupil funding; eligibility levels; and annual increases
    - Other government resources
    - Private fundraising
    - eRate
    - Student fees
  - Compensation, including:
    - Salary table and number of staff by position
    - Yearly pay increases
    - Pension contribution and other benefits
  - Line items for each major expense and delineation of assumptions, including:
    - Instructional materials and supplies
    - School equipment and furniture
    - Technology for student and teacher use
    - Professional development
    - Student assessments
    - Student information system
    - Special education services
    - Student activities
    - Authorizer fee
    - Contracted services at school (audit, I/T, etc.)
    - Rent, utilities and other facility expenses
    - Office supplies and equipment
    - Technology for administrative use
      - Fundraising materials and resources (non-staff)
      - Marketing costs
      - Management fees and any other management compensation to the CMOor network (if applicable)
      - Capital, contingency, and insurance reserve funds

Please see **Attachment N**

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<sup>1</sup>Both the budget forms and narrative should specify the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of firm commitments, where applicable.

### 3.2 Budget Narrative (Attachment O)

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;
- (b) An explanation of student enrollment and BEP projections;
- (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.;
- (d) An explanation of all anticipated expenditures including those identified in Section 3.1(d);
- (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;
- (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;
- (g) The different roles and responsibilities of the proposed school's administration and governing board for school finances;
- (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;
- (i) The level of financial expertise of the proposed school's internal and external team members;
- (j) The proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;
- (k) The Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening; and
- (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.

Please See **Attachment O**. Also included in this attachment is a letter from the Sponsor's lending institution as support for the revenue projections.