EMPOWER MEMPHIS

CAREER & COLLEGE PREP

Clean Amended Application for a Public Charter School

Opening in the 2024-25 School Year

Respectfully submitted, on behalf of the founding team of Empower Memphis Career and College Prep by Lead Founder, BES Fellow – Muna Olaniyi – on July 26, 2023.

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GENERAL INFORMATION

Name of proposed school: Empower Memphis Career and College Prep Charter School

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

Charter authorizer for proposed school: Memphis-Shelby County Schools

Sponsor/Sponsoring entity: Empower Career and College Prep Schools

The sponsor is a not-for-profit organization with 501(c)(3) status: Yes___ No____ In Process x

Model or focus of proposed school: Career Exploration /Career Technical Education

City or geographic community for proposed school: Memphis, TN; Orange Mound and South Memphis

Name of primary contact person (this person should serve as the contact for follow-up, interviews, and notices regarding this application): Mrs. Muna Olaniyi

Primary Contact mailing address: 1350 Concourse Ave, Suite 434, Memphis, TN 38104

Primary Contact work telephone: (901) 877-4296

Primary Contact mobile telephone: (901) 877-4296

Primary Contact email address: ceo@empowercareerandcollegeprep.org

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

Full name	Current job and employer	Position with proposed school
Muna Olaniyi	Lead Founder/CEO	Proposed Lead Founder/CEO
Meagan Tate	Chief Culture Officer/Principal: Capstone Education Group	Proposed Board Chair
Dr. Marian Kelley	Instructional Advisor: Office of Shelby County Charter School	Proposed Vice Chair
Susan Hipner	Former Educator	Proposed Secretary
Brian Burnett	Manager: CBRE	Proposed Treasurer
Dr. Eric Bailey	Vice President of Student Affairs: University of Memphis	Proposed Board Member
Tim Rollins	Director of Strategy: Cushman and Wakefield	Proposed Board Member
Scarlet Crain	Manager of School-Based Therapy Lebonheur Hospital	Proposed Board Member
Curtis Weathers	Founder The Brotherhood	Proposed Board Member

Liz Wafula	Attorney, E.M. Wafula. PLLC	Proposed Board Member

Does the proposed school intend to contract or partner with a charter management organization (CMO)?

☐ Yes ☒No | If yes, identify the CMO or other partner organization: _____

Does this applicant have charter school applications under consideration by any other authorizer?

☐ Yes ☐☒No

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

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

Indicate Applicant Type: (Please check only one box)

☒ 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)

☐ New Sponsor Proposing Multiple Schools (Category 2)

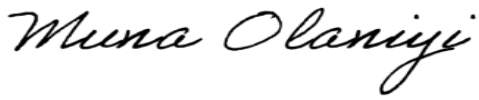
☐ Sponsor of Existing TN School Proposing to Replicate (Category 3)

☐ 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 Empower Memphis Career and College Prep Charter 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 Tenn. Code Ann. § 49-13-111(p);
3. Will provide special education services for students as provided in Tenn. Code Ann. 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 (Tenn. Code Ann. §§ 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 Tenn. Code Ann. § 49- 6-3003;
    d. following state financial (budgeting and audit) procedures and reporting requirements according to Tenn. Code Ann. § 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 Tenn. Code Ann. § 8-19-101; and
8. Will, at all times, maintain all necessary and appropriate insurance coverage.



Signature

Muna Olaniyi

Printed Name of Authorized Representative

Lead Founder/CEO

Title of Authorized Representative

Executive Summary

In three pages or less, provide an executive summary about your proposed charter school. The executive summary should provide a concise overview of the following: • the plan for the proposed school; • the geographic and population considerations of the school environment; • the challenges particular to those considerations; and • the applicant team's capacity to successfully open and operate a high-quality school is given the above considerations.

Mission In partnership with families, Empower Memphis Career and College Prep is a K-8 charter school, with an unwavering obligation to accelerate academic achievement, foster individuality, and cultivate career mindsets, of all students, as early as Kindergarten. Through differentiated instruction, interest-based studies, leadership development, financial planning and career simulations and internships, students develop future-ready skills for success in the global market.

Vision The vision of Empower Memphis Career and College Prep Charter School is to explore uncharted paths of learning, identity, and careers. We dream of a world of limitless opportunities – where students confidently pursue future career paths of their choice that will improve academic, social, and economic outcomes in the communities of Memphis and beyond.

Academic Focus and Plan Empower Memphis Career and College Prep will serve as the premiere CTE school that begins at Kindergarten, in Memphis, Tennessee. The academic focus and plan of Empower Memphis Career and College Prep can be best conceptualized through our key design elements that support our school mission and vision. The innovative features that make Empower Memphis Career and College Prep uniquely capable of meeting the needs of underserved students in Memphis are the following:

- **Accelerate Academic Achievement** We recognize the importance of meeting and exceeding state expectations of achievement. Therefore, we will provide rigorous instruction in Literacy, Mathematics, Science and Social Studies that reflect Tennessee state standards and support the Science of Reading, the Standards of Mathematical Practice, and Three-Dimensional Science Instruction. Secondly, we know that to close the achievement gap, we must provide targeted intervention and instruction based on the needs of students in reading and mathematics. Therefore, we will use our WIN (What I Need) instructional block to provide these additional supports.
- **Foster Individuality** We believe that fostering individuality at an early age promotes student awareness, self-confidence, and acceptance of others. At Empower Memphis Career and College Prep, our methods to fostering individuality include creating a safe, culturally responsive, and supportive environment through our "S.O.A.R H.I.G.H.E.R" PBIS program; creating a space for students to participate in interest-based studies through our Empower 360 block; and finally, developing character and leadership skills through our SEL curriculum, "The Leader in Me".
- **Cultivate Career Mindsets** As the cornerstone of our instructional program, cultivating career mindsets refers to our approach to providing experiences that enable students to learn about the professions within the 16 career pathways, gain an understanding of financial planning and investments, and help students see themselves in various careers of their choice. At Empower Career and College Prep, all students in K-8 grades will participate in a Career Exploration Course. The selected Career Pathways for instruction will reflect the industries of need in Memphis, identified by the Memphis Chambers of Commerce. Instruction at each grade level will include a description of the career pathway, in-depth analysis of positions that are available, educational requirements, and tasks that reflect job performance expectations. Students will enhance their public speaking abilities by participating in a Career Wax Museum that allows them to speak about a specific profession and its impact on the community. In addition, students in grades K-4, 6, 7, will participate in job simulations that enable them to recreate the job scenarios of their grade level's pathway. In grades 5 and 8, students will participate in internships with local employers, giving them additional hands-on experience within the career industry of study. Lastly, each student will receive personal finance instruction, which will include lessons on savings, budgeting, and investing. These experiences will enable students to have in-depth exposure to career pathways and financial planning that will help them make more informed decisions in the future.

Geographic Target and Population Considerations The Central City West region of Memphis includes the

neighborhoods of South Memphis, Orange Mound, Midtown, Downtown, North Memphis, and Uptown, is the targeted region for Empower Memphis Career and College Prep. We intend to intentionally recruit from Orange Mound and South Memphis communities. These two communities have some of the highest child poverty rates, lowest educational attainment rates, and lowest employment rates compared to local, state and national rates. Demographic data supports that the targeted demographics from the Orange Mound and South Memphis communities are between 80-95% black, based on city-data.us. Memphis Shelby County Schools Educational Priorities Document/Rubric, EDPR, identified the Central City West region as the lowest performing region within the district. Secondly, according to the EDPR report, there is a need for quality elementary seats in the Central City West region, with several schools performing below a three according to the School Performance Framework. Lastly with declines in student enrollment throughout Memphis Shelby County Schools, it is important to create innovative school options for students and families that meets the needs of the community.

Challenges Particular to those considerations Studies show that "career development is rarely a priority in elementary and middle schools. Starting early requires CTE professionals to extend research-informed efforts that transform the context of elementary and middle school career programming. These efforts can make CTE programming in high school more fluid."[1] As the premiere CTE elementary school in within the Orange Mound and South Memphis communities, we plan on fulfilling this local, state, and national need by creating a school that studies careers as early as Kindergarten. We recognize that there are many challenges that exist within communities of poverty. Children tend to have lower levels of verbal skills and vocabulary acquisition. Families are often limited to material resources such as technology, access to books, and additional support. Data shows that students from low-income communities are five times more likely to drop out of high school, thus creating limited opportunities for employment. Empower Memphis Career and College Prep recognizes these barriers and determined the importance of implementing differentiated strategies, time towards targeted interventions in Reading and Math as priorities to closing the achievement gap. Lastly, our focus on career exploration through a CTE model, enables students the opportunity to learn about career options at the elementary school level. Through partnerships with families and community organizations, we intend to create a learning experience that accelerates academic achievement, fosters individuality, while cultivating career mindsets.

Empower Memphis Career and College Prep Founding Team The founding team collectively has 60 years of successful educational experience that ranges from elementary to post-secondary education. In addition, members of the founding team have over 20 years of financial and facilities acquisition. Finally, our Lead Founder/CEO, Muna Olaniyi, has almost 20 years of experience as an educator. She began her career as an Elementary School Teacher and has since worked both in the classroom and as part of the instructional leadership teams in various organizations in Washington, DC and in Memphis. Her experiences as teacher, school-based leader, and district-level leader have garnered tremendous impact which include leading TVAAS 4 and 5 schools, developing professional development programs for teachers and leaders, and launching network wide initiatives such as Learning Labs, that support the needs of diverse learners. Currently, she is a BES Fellow, a national nonprofit that identifies and prepares excellent leaders to transform education in their communities.

[1] Akos, P 2020, 'Starting Early: Career Development in the Early Grades' *School of Education, University of North Carolina at Chapel Hill;* accessed 14 May 2022, <https://files.eric.ed.gov/fulltext/ED610366.pdf>

1.1 School Mission and Vision

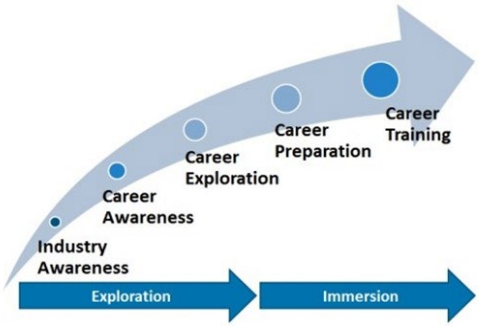
(a) Empower Memphis Career and College Prep Mission.

Empower Memphis Career and College Prep Mission Statement
In partnership with families and community, Empower Memphis Career and College Prep is a K-8 charter school with an unwavering obligation to accelerate academic achievement, foster individuality, and cultivate career mindsets of all students as early as Kindergarten. Through differentiated instruction, interest-based studies, leadership development, financial planning, and career simulations and internships, students develop future-ready skills for success in the global market. **Figure 1.1(a)** is a visual aligned to our mission.

Figure 1.1(a): Key design elements aligned to the mission

(b) Empower Memphis Career and College Prep Vision.

Figure 1.1(b): CTE Trajectory



To prosper economically, we require educated and technically skilled individuals at varying position levels and within various career industries. Career and Technical Education, CTE, provides students of all ages with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners (Advance, CTE)[2]. Career and Technical Education is a progressive K-12 instructional model where learning experiences launch at industry awareness and follow a trajectory that continues through career training, as seen in **Figure 1.1(b).** Secondary and higher education programs focus on a specific industry where students receive career preparation and training through technical classes, work-based learning, apprenticeships, and internships. Although these experiences are extremely valuable, students often miss the foundational elements of CTE, industry awareness, and career awareness.

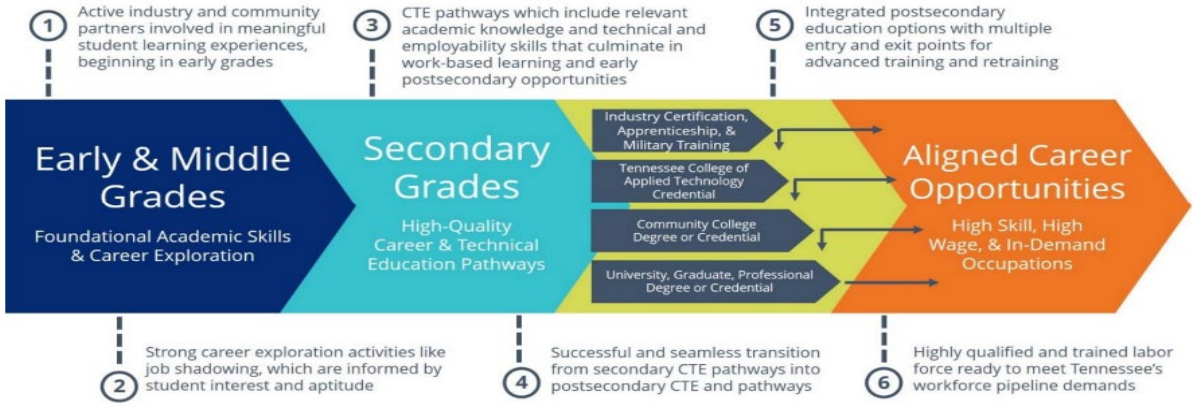
A call to action by the Department of Education, through The Strengthening Career and Technical Education for the 21st Century Act (Perkins V), recognized the need to maximize career and technical education nationwide. Perkins V "represents an important opportunity to expand opportunities for every student to explore, choose, and follow a career and technical education program of study and career pathways to earn credentials of value." States can "rethink CTE".[3]

[2] Advance, CTE, 2018, https://careertech.org/cte

[3] https://cte.ed.gov/legislation/perkins-v

Tennessee Department of Education's "Strengthening Career and Technical Education in Tennessee State Plan[4]" also recognized the need for maximizing career and technical education across Tennessee. In Tennessee, career and technical education is primarily delivered by public LEA or secondary level, specifically in grades 5-12.[5] Therefore, providing early and middle grade access to career exploration and increasing work-based learning in a variety of career pathways, are priorities to strengthening career and technical education in Tennessee. From "K to Gray" or from "Kindergarten to Retirement," the Tennessee Articulated Pathways Model, **Figure 1.1(c)**, provides the framework for fulfilling these priorities.

Figure 1.1(c): Tennessee Articulated Pathways Model[6]



Empower Memphis Career and College Prep intends to provide a school model that meets the demands of the evolving global economy, through career and technical education that includes the study of career clusters and pathways, career simulations and internships, personal finance, and career and college tours. We propose to offer a school where students can explore uncharted paths of learning, identity, and careers and dream of a world of limitless opportunities, so they can confidently pursue future career paths of their choice.

Vision Statement
The vision of Empower Memphis Career and College Prep School is to explore uncharted paths of learning, identity, and careers. We dream of a world of limitless opportunities, so students pursue, with confidence, future career paths of their choice that will improve academic, social, and economic outcomes in the communities of Memphis and beyond. **Explore. Dream. Pursue**

Both the vision and mission of Empower Memphis Career and College Prep were thoughtfully designed to ensure that the outcomes described in the vision are leveraged in the mission. Empower Memphis Career and College Prep's mission and vision are centered around our six core beliefs, as displayed in **Figure 1.1 (d).**

[4] https://www.tn.gov/content/dam/tn/education/ccte/TN_2020_State_Plan.pdf

[5] https://www.tn.gov/content/dam/tn/education/ccte/TN_2020_State_Plan.pdf

[6] https://www.tn.gov/content/dam/tn/education/ccte/TN_2020_State_Plan.pdf

Figure 1.1(d): Core Beliefs

Accelerate Academic Achievement	Foster Individuality	Cultivate Career Mindsets
Belief 1: Students deserve rigorous academic and technical instruction that is accessible to all students. **Belief 2:** Learning is a partnership that requires the involvement of students, staff, families, and the community. **Belief 3:** Educators demonstrate knowledge of the curriculum and participate in professional development opportunities to enhance teaching and learning.	**Belief 4**: Students learn best in safe, secure, and stable learning environments. **Belief 5:** Recognizing the diversity and interests of students helps students make deeper connections to what they're learning.	**Belief 6:** Career Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners.[7]

Accelerate Academic Achievement The exploration of **uncharted learning paths** is connected to our mission of **accelerating academic achievement**. To "explore **uncharted paths of learning**," we recognize that each student comes to school with various skills, abilities, and learning styles. As such, we believe it is important for us to use multiple diagnostic tools, observations, and surveys, to obtain a well-rounded view of students' needs. From this data, we will make strategic instructional decisions regarding curriculum, intervention, and instructional delivery that meets the needs of all students. "**Uncharted Paths of Learning**" refers to our approach to uncovering the best method of instruction for each student that will accelerate academic achievement. Beliefs 1-3 further expand our understanding of how we will accelerate academic achievement.

Belief 1 *Students deserve rigorous academic and technical instruction that is accessible to all students.*

Every child deserves a high-quality education that enables students to learn and grow to their full potential. We will use a rigorous curriculum aligned to grade-level TN standards to improve student outcomes. We will utilize data to evaluate and improve the effectiveness of the instructional programs that accelerate learning. We want to ensure that our students on or above grade level continue to make measurable growth yearly in every subject. Students who are below grade level will make accelerated growth each year until they meet or exceed grade-level performance expectations. We will create support systems to ensure that each child achieves academically, socially, and emotionally.

Belief 2 *Learning is a partnership that requires the involvement of students, staff, families, and the community.*

An informed and engaged school community aids in improved student outcomes. Parents and the community are our partners in this work. As a result, we plan to provide multiple opportunities for parents, local organizations, and community members to engage with Empower Memphis Career and College Prep throughout the school year. These opportunities include personal finance courses led by local community partners, literacy nights, etc. Communication also helps to keep families and stakeholders informed. We will implement multiple methods of communication, which will include weekly newsletters that will be sent home to parents and social media announcements that will be posted on our Facebook, Instagram, and school website. Lastly, we will connect resources and services available within the community based on identified student and family needs.

Belief 3 *Educators demonstrate knowledge of the curriculum and participate in professional development opportunities to enhance teaching and learning.*

Student achievement improves by recruiting, developing, and retaining high-quality staff. We believe that it is important to recruit and retain highly skilled and mission-aligned staff with diverse experiences. We will ensure that our hiring processes advance Empower Memphis Career and College Prep's mission, vision, beliefs, and values. We will provide professional development that empowers and inspires educators with the knowledge, skills, resources,

[7] Advance, CTE, 2018, https://careertech.org/cte

and tools to support student learning and growth. We will analyze climate data to enhance professional development opportunities for all staff.

Foster Individuality The exploration of uncharted identity connects to our mission of fostering individuality. We believe that exploration consists of creating a positive and safe learning environment where students can be seen and heard, creating opportunities for students to learn about leadership skills, and, lastly, providing students the opportunity to learn about their interests. Beliefs 4-5 further expound on how we foster individuality.

Belief 4 *Students learn best in safe, secure, and stable learning environments*.

We believe that students thrive in a safe and supportive learning environment where they feel comfortable taking intellectual risks and developing positive relationships with staff and peers. At Empower Memphis Career and College Prep, we plan to create tiered systems of support using the Positive Behavior Interventions and Support (PBIS) framework. Students will be integral members of the overall school community.

Belief 5 *Recognizing the diversity and interests of students helps students make deeper connections to what they're learning.*

At Empower Memphis Career and College Prep, we recognize the importance of diversity and building awareness of interests. We will ensure that teachers build relationships with students by getting to know student's cultural backgrounds, learning styles, and hobbies and finding ways to connect those attributes to what students are learning in school. Secondly, we will provide students with access to a wide variety of topics and subject areas to help expand their awareness of their interests through our curricula choices, leveled reading options, and Empower 360 instructional time.

Cultivate Career Mindsets Exploring uncharted careers is aligned with our mission to cultivate career mindsets. According to Carnevale and Smith, 2015[8], two-thirds of jobs today require at least some postsecondary education or training, compared to one-fourth in 1970. Secondly, Gardiner, 2021, states that challenges to enrollment in college or other postsecondary education and training and completion of credentials include limited information about education and training options and their outcomes.[9] The lack of access to information and awareness of options limits students' abilities to make decisions about post-secondary options. These challenges substantiate the need for our final belief, Belief 6.

Belief 6 C*areer Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge, and training necessary to succeed in future careers and become lifelong learners.*[10]

We believe that explicitly teaching students about career pathways, professions, and educational options, through hands-on learning experiences will give students a broader perspective of career and post-secondary learning options. We will provide career exploration and personal finance courses that enable students to make connections to what they are learning about in the classroom to the real world. This helps students become more motivated to learn and become lifelong learners.

We developed several goals as benchmarks towards fulfilling our mission to accelerate academic achievement, foster individuality and cultivate career mindsets, identified in Section 1.4 and throughout this application. We will monitor our performance using a variety of data including student achievement data, progress monitoring data, and culture and climate data.

(c) Alignment with purposes for charter schools found in Tenn. Code Ann. § 49-13-102(a).

Empower Career and College Prep intends to fulfill the charter school obligations as indicated in T.C.A. § 49-13-102(a), which include the following:

[8] Carnevale, A., N. Smith, M. Melton, and E. Price. (2015). Learning While Earning: The New Normal. Washington, DC: Georgetown University Center on Education and the Workforce, McCourt School of Public Policy.

[9] Gardiner, Karen N. (2021). How Can Postsecondary Education and Training Programs Help Working Students Persist? Findings from Career Pathways Studies. OPRE Report 2021-236, Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

[10] Advance, CTE, 2018, https://careertech.org/cte

(1) Improve learning for all students and close the achievement gap between high and low students;

(2) Provide options for parents to meet educational needs of students;

(3) Encourage the use of different and innovative teaching methods, and provide greater decision making authority to schools and teachers in exchange for greater responsibility for student performance;

(4) Measure performance of pupils and faculty, and ensure that children have the opportunity to reach proficiency on state academic assessments;

(5) Create new professional opportunities for teachers; and

(6) Afford parents substantial, meaningful opportunities to participate in the education of their children.

T.C.A. Purpose (1) Empower Memphis Career and College Prep will "improve learning for all students and close the achievement gap between high and low students." Empower Memphis Career and College Prep will provide rigorous, differentiated instruction while using data to make instructional decisions. In alignment with our mission of accelerating academic achievement, we will provide differentiated, small-group instruction in Reading and Math and targeted interventions utilizing the Response to Intervention and Instruction framework. Using data from our formative and summative assessments of core content standards and progress monitoring of subskills, we will interpret students' results to make informed instructional decisions. Details about our academic program and assessment strategies are in **Sections 1.3 and 1.4** of the application.

T.C.A. Purposes (2) Per T.C.A. § 49-13-102(a)(2), Empower Memphis Career and College Prep will **"** provide options for parents to meet the educational needs of students." We are a school of choice where quality educational options are not limited to your zipcode of residence. Unlike Optional Programs, where students must meet a criteria in order to gain admittance, we are a school of choice, all students are able to attend if seat availability permits. Memphis, 53% of schools in Midtown and Uptown communities provide optional programs to students and families, compared to 0% in Orange Mound and 7% in South Memphis. The stark difference in access to equitable learning opportunities provides limitations to the families and communities of Orange Mound and South Memphis. Empower Memphis Career and College Prep intends to offer a high-quality K-8 learning experience accessible to all Orange Mound and South Memphis students.

T.C.A. Purposes (3) Per T.C.A. § 49-13-102(a)(3), Empower Memphis Career and College Prep will "encourage the use of different and innovative teaching methods, and provide greater decision-making authority to schools and teachers in exchange for greater responsibility for student performance." As part of our mission of accelerating academic achievement, we acknowledge that retaining and developing teachers is essential to improving student outcomes, as explained in Belief 3. The cognitive apprenticeship model is an innovative instructional approach that emphasizes using metacognitive strategies to develop critical thinking skills. Secondly, as described in **Section 1.3** of the application, student-centered coaching highlights student work as the determining factor for implementing instructional techniques. We encourage the use of innovative teaching methods that are grounded in evidence-based research.

T.C.A. Purpose (4) Per T.C.A. § 49-13-102(a)(4), Empower Memphis Career and College Prep will "measure the performance of pupils and faculty, and ensure that children have the opportunity to reach proficiency on state academic assessments." Diagnostic, formative, and summative assessments will serve as a guide to inform instructional decisions throughout the school year. Secondly, our coaching and evaluation cycle provides performance data on faculty to determine professional development needs. Both methods for measuring student and staff needs allow students the opportunity to reach proficiency on state assessments. Details about assessments are in **Section 1.7** of the application. Details about professional development are in **Section 2.5** of the application.

T.C.A. Purpose (5) Per T.C.A. § 49-13-102(a)(5),.Empower Memphis Career and College Prep will "create new professional opportunities for teachers." To accelerate academic achievement, we must recruit, train, and retain our staff with research-based strategies, evidenced by Belief 3. We coined our development process as the 4E's: Equip, Empower, Evaluate and Elevate. Derived from Jim Knight's "The Impact Cycle[11]" and Diane Sweeney's "Student-Centered Coaching[12]," staff will experience professional learning opportunities through a cyclical approach with clear outcomes. Details about professional development are in **Section 2.5** of the application.

T.C.A. Purpose (6) Per T.C.A. § 49-13-102(a)(6), Empower Memphis Career and College Prep will "afford parents substantial, meaningful opportunities to participate in the education of their children." We believe parents are

[11] Knight, J. (2018). *The impact cycle: What instructional coaches should do to foster powerful improvements in teaching*.
[12] Sweeney, D. (2011). *Student Centered Coaching*

partners in the work of education. Parents will have multiple opportunities to participate in the educational process. Student-led parent-teacher conferences, literacy night, Eagle Celebrations, and Room Parents are just a few examples of how parents will have maximum opportunities to participate in their children's education at Empower Memphis Career and College Prep.

(d) Alignment with Memphis-Shelby County Schools Priorities.

Memphis Shelby County Schools "Reimagining 901" strategic plan, "will preserve the spirit of Destination 2025, while reimagining the key commitments that will drive the work."[13] The cornerstones of Reimagining 901 include "Reimagining Education", "Reimagining Schools" and "Reimagining Communities" for a stronger 901 by the year 2030. The initiatives identified in the Academic Lifeline Framework drive the work of Reimagining 901. These initiatives, "strengthen early literacy and continuing literacy", "recruit, retain, immerse, entrench" and providing "relative rigorous and equitable academics", are in direct alignment with Empower Memphis Career and College Prep. **Figure 1.1(e)** provides each initiative identified by Memphis Shelby County Schools and how Empower Memphis Career and College Prep is in direct alignment with the district.

Figure 1.1(e): Alignment to MSCS Priorities

Memphis-Shelby County Schools Initiatives	Empower Memphis Career and College Prep
Key Initiative 1: Strengthen Early Literacy and Continuing Literacy	Empower Memphis Career and College Prep is in alignment with Key Initiative 1: Strengthen Early Literacy and Continuing Literacy. Our school design for grades K-8, and curriculum choices such as Core Knowledge Language Arts (CKLA), EL and I Ready, support the principles of the Science of Reading, which emphasizes that learning how to read requires explicit, systematic, and cumulative instruction. To support early literacy, we aim to have two adults in every Kindergarten classroom, leveled readers in each classroom, and 210 minutes dedicated to literacy instruction that includes explicit instruction on foundational literacy skills in grades K-2 To support the initiative of continuing literacy, students in grades 3-5 will continue receiving high quality reading instruction using complex texts through the CKLA curriculum. In grades 6-8, students will receive instruction in literacy using EL curriculum. All students will have access to instructional programs such as IReady to also support with meeting students literacy needs.
Key Initiative 2: Recruit, Retain, Immerse, Entrench	Empower Memphis Career and College Prep is in alignment with Key Initiative 2: Recruit, Retain, Immerse and Entrench, which focuses on "recruiting and retaining high quality faculty, staff, and administrators". At Empower Memphis we have various strategies that are aligned to this initiative. Recruit: • Empower Memphis intends to collaborate with organizations such as Teach 901, Memphis Teacher Residency (MTR), and Teach For America (TFA), to recruit certified teachers for our identified vacant positions. Retain: • Empower Memphis intends to employ a variety of retention strategies in order to retain teachers year over year. Examples of retention strategies include leadership opportunities, career reflections and wellness offerings. Further details can be fund in Section 2.4 of the application. Immerse • Empower Memphis Career and College Prep intends to provide professional development for staff for continuous learning and improvement. Our method for professional development is adapted from the professional learning framework of Diane Sweeney's, "Student-Centered Coaching", to develop teachers, leaders, and staff. At the crux, we believe that we must develop our staff through sound

[13] 2022-2023 MSCS Academic Lifeline Framework

	professional development, quality coaching practices, and observation and feedback to have high-quality schools. Through our 4 E's of development: Equip, Empower, Evaluate and Elevate, we will incorporate practices from Student-Centered Coaching, Teach Like a Champion, and the TEAM rubric to provide differentiated and targeted learning support for all Empower Memphis staff. The following captures additional methods we will use to develop staff: o Days for Summer Leader Academy. This time is dedicated to preparing leaders for the upcoming school year. o 20 days of summer professional development for staff. These sessions will focus on our mission and vision, systems and routines, core instructional strategies, curriculum support, and character development. o Full-day Data Days will be used to deeply analyze student assessment data and implement findings into re-teach plans and adjust intervention plans for students. o 120 minutes of weekly PD each Friday. This time will be used for data analysis of common assessments, professional development on strategies that improve student achievement, and practice sessions on essential teacher techniques. o Each week teachers will participate in either practice sessions, planning meetings, or in-the-moment feedback through live coaching. Entrench: • Empower Memphis Career and College Prep's model is committed to be part of the community. We will provide several opportunities in which the community members and community partners are involved to support the mission and vision. Examples include the following: o Partnerships with local businesses that support our career pathways of study in order to support activities such as career fairs and "Tour of the City" field trips. o Career development sessions such as resume writing or interview sessions will be available to families during our Family Night sessions. Further details can be found in Section 1.2 of the application. o Parents will have the opportunity to participate in many school-based activities, such as student-led parent-teacher conferences. Secondly, to bolster our focus on careers, we will partner with businesses throughout Memphis to support our academic model, including Career Fairs, Career Simulations, and Tours around the City.
Key Initiative 3: Relevant, Rigorous, and Equitable Academics	Empower Memphis Career and College Prep is aligned to Key Initiative 3, which focuses on "preparing students with 21st Century skills and ensuring they are college or career-ready in our current global market.." Empower Memphis Career and College Prep is aligned with this initiative. We will do the following: Relevant: ● Ensure that each Empower Memphis Career and College Prep student develops yearly career portfolios that capture the learning of their career cluster, potential jobs, and the educational requirements that will support with obtaining these careers. ● Participate in a Tour of the City end-of-the-year field trip that explores the post-secondary career and educational opportunities in Memphis ● Provide internship opportunities to students in 5th and 8th grades. ● Provide career simulations in grades K-4 and 6th-7th . Rigorous: • All students will receive instruction utilizing TN approved curriculum that allows for

	access to complex texts and tasks that supports the acceleration of academic achievement. Equitable Academics ● Ensure that all K-8 students participate in a Career Exploration Course that conducts a deep analysis of the grade levels assigned career cluster. ● As the premier, career exploration-focused school in the Orange Mound and South Memphis communities, Empower Memphis Career and College Prep will serve as a high-quality school option for families.

(e) Empower Memphis Career and College Prep Mission Achieved.

When Empower Memphis Career and College Prep fully achieves its mission to accelerate academic achievement, foster individuality, and cultivate career mindsets, qualitative and quantitative results will demonstrate our impact within the community.

Our methods to accelerate academic achievement include the cognitive apprenticeship model, Response to Intervention, and student-centered coaching. Several studies show the positive impact that these strategies have had on student achievement. Levin, et al (2020) found that the implementation of the cognitive apprenticeship approach improved 92% of students' writing.[14] Gardenhour, 2016, found that due to the implementation of Response to Intervention with fidelity in schools, there was "a significant positive growth experienced by students in all types of reading and math intervention"[15]. Lastly, Sweeney, 2017[16], found that after a 4–6-week coaching cycle, students grew an average of 86% proficiency due to the school's use of student-centered coaching. With these findings, we are confident that we can achieve similar results. Our vision is for Empower Memphis Career and College Prep to perform in the top 5% of Memphis Shelby County Schools and the state of Tennessee. In order to demonstrate our ability to accelerate academic achievement, 75% of students will meet or exceed their MAP goals. After three years of operation, students who have been with us since Kindergarten will leave second grade reading on grade level and prepared to excel in third grade. At least 60% of our eighth-grade students will enter any one of Memphis' high-performing high schools or optional programs. Our goals, described in **Section 1.4,** indicate our commitment to ensuring that all students are successful academically.

A positive school climate correlates with beneficial student outcomes, including attendance, assessment outcomes, high school graduation rates, physical health, and adolescent pro-civic behaviors[17]. Aldridge et al. (2015) found that schools with a positive climate enhance students' well-being, ethnic identity, moral identity, the pursuit of interests, and life satisfaction[18]. Our approach to creating a positive school climate and culture uses the Positive Behavior Intervention and Supports framework. As a result of Empower Memphis Career and College Prep's ability to foster individuality, students will be motivated to take intellectual risks, persist through difficult challenges, and enjoy attending school, thus achieving at least a 96% daily attendance rate. Students will be able to make connections with their interests to potential careers of the future. Quarterly survey data captured from students will indicate that the activities experienced during Empower 360, will meet or exceed expectations and aid in their ability to determine a potential career in the future.

Career exploration through Career and Technical education positively impacts academic achievement and students' pursuit of careers in later years. Bae, 2022, found that "career maturity positively affects academic achievement. Students who have a better understanding of their career options and have specific career-related plans are active in seeking out the goals and opportunities associated with their desired career paths through their studies and,

[14]https://www.researchgate.net/publication/349613576_Use_of_Cognitive_Apprenticeship_Models_of_Instruction_to_Support_Middle_School_Students'_Construction_and_Critique_of_Written_Scientific_Explanations_and_Arguments
[15] https://dc.etsu.edu/cgi/viewcontent.cgi?article=4403&context=etd
[16] Sweeney, D., & Harris, L. S. (2017). Student-centered coaching the moves. Thousand Oaks, CA: Corwin.
[17] https://fordhaminstitute.org/national/commentary/children-learn-best-when-they-feel-safe-and-valued
[18] Aldridge, J. M., Fraser, B. J., Fozdar, F., Ala'I, K., Earnest, J., & Afari, E. (2015). Students' perceptions of school climate as determinants of well-being, resilience, and identity. Improving Schools, 19(1), 5-26. https://doi. org/10.1177/1365480215612616

consequently, are more likely to have better academic performance"[19]. Therefore, because of our ability to cultivate career mindsets through career exploration and financial literacy courses, students will be able to view themselves as professionals, prepared for their chosen secondary pathway.

(f) Innovative Features of Empower Memphis Career and College Prep

Empower Memphis Career and College Prep is committed to providing an instructional program that fully encapsulates the key elements of our mission to accelerate academic achievement, foster individuality, and cultivates career mindsets. As a result, the innovative features offered to our students and families are 1) the Cognitive Apprenticeship Model, 2) Response to Intervention, 3) Student-Centered Coaching, 4) Positive Behavior and Intervention Supports, and 5) Career and Technical Education. These approaches align with the mission of Empower Memphis Career and College Prep, as seen in **Figure 1.1 (f).**

Figure 1.1(f): Key design elements aligned to the mission

Cognitive Apprenticeship Approach With the given demands of skills required for post-secondary ventures, careers, or college, students must have the critical thinking skills to tackle any task. Constructivist approaches to human learning have led to the theory of cognitive apprenticeship. The Cognitive Apprenticeship Model focuses on "learning-through-guided-experience on cognitive and metacognitive skills and processes," where learners shift from novices to experts through this learning process. Collins, Brown, & Newman,(1989) [20], identify the principles of cognitive apprenticeship as the following: encourages reflection on differences between novices and expert performance, encourages the development of self-monitoring and correction skills required for the problem solver to alternate among different cognitive activities, tasks are sequenced to reflect the changing demands of learning: increasing complexity, increasing diversity, and global before local skills extend situated learning to diverse settings so that students learn how to apply their skills in varied context with intrinsic motivation. Six critical elements of the instructional model include modeling, coaching, scaffolding, articulation, reflection, and exploration. Collins, Brown, et al. (1991) state that for teachers to execute the cognitive apprenticeship approach, teachers must: identify the processes of the task and make them visible to students; situate abstract tasks in authentic contexts, so that students understand the relevance of the work; and vary the diversity of situations and articulate the common aspects so that students can transfer what they learn. These elements intend to assist students in developing critical thinking skills as they make connections between tasks and topics across many subjects. More details about how the cognitive apprenticeship approach will be used can be found in **Section 1.3** of the application.

Response to Intervention and Instruction Response to Intervention and Instruction is the instructional framework that provides students with targeted intervention and supports based on multiple data sources. Data from iReady and NWEA Map will be utilized to create targeted instructional plans to support students' learning needs. The WIN

[19] Bae SM. The Analysis of a Causal Relationship between Career Maturity and Academic Achievement on Adolescents Using Autoregressive Cross-Lagged Modeling. Int J Environ Res Public Health. 2022 May 4;19(9):5572. doi: 10.3390/ijerph19095572. PMID: 35564964; PMCID: PMC9100227.10

[20] https://files.eric.ed.gov/fulltext/ED613714.pdf

(What I Need) intervention block, as observed in Compass Charter School[21], a high-performing charter school in Brooklyn, New York, where 25% of the student population are students with disabilities, experienced proficiency results of 50% in Math and 49% in Reading, as a result of implementing this model. Students are assigned to various staff within the school that provide the appropriate instruction that meets their needs. During WIN ELA and Math blocks, Tier I students will receive instruction that supports current grade-level standards. Students identified as Tier II or Tier III will receive more direct instruction using various interventions, including iReady lessons or Heggerty's intervention. Additional details can be found in **Section 1.3** of the application.

Student-Centered Coaching To accelerate achievement, we believe, Belief 3, that "educators demonstrate knowledge of curriculum and participate in professional development opportunities to enhance teaching and learning." Our approach to teacher development is through Student-Centered Coaching, an evidence-based approach for teacher development. Student-Centered Coaching "focuses on goals for student learning, rather than fixing teachers" (Sweeney, 2018). School leaders are coaches that own a focus area for four to six weeks, utilizing a variety of strategies to support teachers. A study conducted by KICKUP, an independent K-12 evaluation, in which 87 coaches who were in year two or three of implementation of student-centered coaching, found that by the end of a 4-6 week coaching cycle, student proficiency increased at an average of 68%. Surveys from teachers who participated in the study revealed their effectiveness as teachers increased. Survey results showed "6% percent were better able to use formative assessments to plan instruction, 66% were better able to differentiate instruction, 65% were better able to model for students, 55% were better able to deliver focused lessons, and 52% were better able to confer with students."[22] Details on how Student-Centered Coaching will be implemented can be found in **Sections 1.3 and 2.5** of the application.

Positive Behavior Interventions and Support (PBIS) Research suggests that the school environment can be positively impacted by having consistent expectations across the school, explicitly teaching behavioral expectations, acknowledging expected behaviors, and handling behavioral violations consistently. Empower Memphis Career and College Prep intends to use Positive Behavior Intervention and Supports as the three-tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. We will use common language and expectations, consistent behavioral teaching practices, consistent behavioral response guidelines, and data to guide procedural and policy decisions. Our character development curriculum, The Leader in Me, explicitly teaches our seven Empower Eagle habits of effectiveness: Be Proactive, Begin With the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand Then to Be Understood, Synergize, Sharpen the Saw. These habits and our SOAR Values of Responsible, Respectful, and Reflective create a supportive learning environment.

Career and Technical Education Career Technical Education (CTE) has emerged in the last decade as an evidence-based approach to boost graduation rates and to provide students with opportunities to gain exposure to a vast array of careers (Levesque et al., 2008).[23] Luaces, 2018[24], states that the 21st century demands that students are equipped with critical thinking skills, the ability to look for and synthesize information, and the capacity to develop solutions to novel problems. We will utilize Tennessee's Vision of Excellent CTE Instruction[25] to "prepare students to meet the demands of the postsecondary pathway of their choosing" and exhibit "Ready Student Actions." "Ready Student Actions" refers to students being able to view themselves as professionals, preparing themselves for their chosen postsecondary pathway. The instructional approach of the cognitive apprenticeship model, curricular selections, and career-focused learning experiences that Empower Memphis has to offer supports Tennessee's Vision of Excellent CTE Instruction. As a result, students are able to:

- "read increasingly complex, industry-specific texts over time to build their understanding and knowledge of their CTE program of study
- correctly use the mathematical concepts and computations required by their CTE course or program of study

[21] https://www.brooklyncompass.org/

[22] https://www.dianesweeney.com/research-supporting-student-centered-coaching/#:~:text=66%25%20were%20better%20able%20to,able%20to%20confer%20with%20students

[23] Levesque K, Laird J, Hensley E, Choy SP, Cataldi EF, & Hudson L (2008). Career and Technical Education in the United States: 1990 to 2005 (NCES 2008–035), ed. I.o.E.S *National Center for Education Statistics*, U.S. Department of Education. 2008: Washington, DC. [Google Scholar]

[24] Luaces MA, Cearley M, Chang K, Cupertino P, Ramaswamy M. Envisioning Career Technical Education as a Platform for Student Empowerment. CTE J. 2018 Fall;6(2):2-14. PMID: 31304182; PMCID: PMC6625782.

[25] cte_vision_of_excellent_instruction.pdf (tn.gov)

- complete complex projects that require multiple steps and complications in a setting that models real-world applications
- communicate clearly and precisely on content through oral presentations and written work, including project write-ups, research papers, and presentations
- use a problem-solving mindset to persevere in the face of challenging work."[26]

Figure 1.1(g): Career Development Process

When planning for a career-focused school, we incorporated the five stages of the Career Development Process, as identified in **Figure 1.1(g)**.

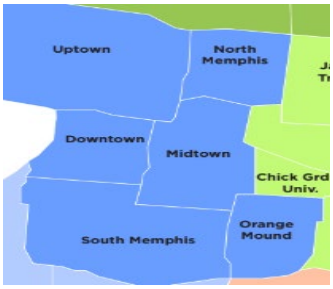
Stage 1: Learn about yourself. Students learn about their interests, which can help identify potential career pathways. Students also learn about habits and values that will guide them in the future. Our Empower 360 interest-based learning time allows students and families to select up to four study topics for the school year. Student career interest surveys and Empower 360 survey reflections help determine course offerings available to students over time. Details about Empower 360 can be found in **Section 1.3** of the application. Secondly, students learn about their values, what they find important, and what underlies their decisions. Our SOAR values and our Empower Eagle habits provide the values and habits that are transferrable between school, home, and careers. **Stage 2**: **Explore Your Major & Career Options.** Stage 2 of the Career Development process focuses on exploring career options. Throughout students' educational journey at Empower Career and College Prep, students will study various career industries. They will learn about job expectations, education, or training, pay, and qualifications for various positions as part of their Career Exploration class. **Stage 3: Make Decisions and Set Your Goals.** This stage can be seen throughout the learning process at Empower Memphis Career and College Prep. One of our Eagle Habits: Begin with the end in mind, teaches students how to make goals and to plan towards these goals. Students will develop short and long-term academic, personal, and career goals. **Stage 4: Plan your education**. Students begin this stage during sixth grade as high school options are discussed with students and presentations from local high schools are scheduled for students and families to learn about educational options for students. In Eighth grade, students decide about the high school they plan to attend and how to obtain admission. Further details about how we cultivate career mindsets through Career and Technical Education are in **Section 1.3** of the application.

[26] cte_vision_of_excellent_instruction.pdf (tn.gov)

1.2 Enrollment Summary

(a) Description of Orange Mound and South Memphis.

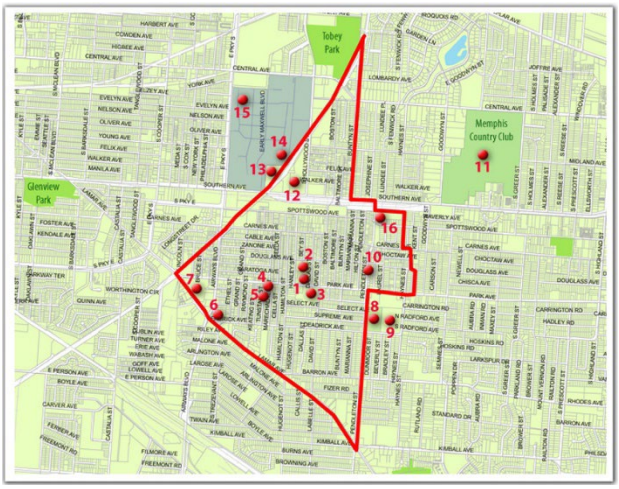
Figure 1.2(a): Central City West Region



Empower Memphis Career and College Prep will be open to all students throughout Shelby County. However, direct recruitment efforts will occur in the Central City West region of Memphis Shelby County Schools, specifically in the neighborhoods of Orange Mound and South Memphis neighborhoods. Figure 1.2(a) identifies the communities within Central City West. Orange Mound encompasses the 38111 and 38114 zip codes while South Memphis encompasses the 38106, 38109, 38114, and 38126 zip codes.

When determining the targeted communities that would most benefit from the academic model that Empower Memphis Career and College Prep intends to provide, we analyzed the demographics data of the city of Memphis and the state of Tennessee. According to the Census Reporter, Memphis Tn has a population of 628,118 residents. The Median household income is $44, 317 and 22.6% of residents live below the poverty line. 33% of children live below the poverty line. The racial and ethnic demographics include 63% of the population being black, 23% of the population being white, and 9% Hispanic. Tennessee has a population of 6,975,208 residents. The median household income is $59,695, and 13.6% of the population lives below the poverty line. The racial and ethnic makeup of Tennessee is 72% white,15% black, and 6% Hispanic. It is important to consider Memphis and the state of Tennessee's demographic data to conceptualize the need for Empower Memphis Career and College Prep in South Memphis and Orange Mound. When it comes to the median household income within Orange Mound and South Memphis, they are substantially lower than the city and state median income. The poverty levels of both Orange Mound and South Memphis are double the local and state rates. Further details about the demographic data for each community and zip code are provided.

Figure 1.2(b): Orange Mound Community[27] Map



Orange Mound Orange Mound is a historic African American community located in the southeast region of Memphis, TN. Named after the Osage Orange Shrubs, in 1890, after being purchased by real estate developer Elzey Eugene Meacham, Meacham began developing the nation's first subdivision for African Americans. To continue the legacy of Orange Mound, community assets such as Melrose Center for Cultural Enrichment and Mount Pisgah CME Church, embrace programs that engage the community with its heritage. Orange Mound is comprised of the zip codes of 38111 and 38114. According to the Census Reporter, the zip code of 38111 has a population of 40,947 and a median income of $41,428, which is about two thirds lower than the state's average of $58,516. About 25% of the population lives below the poverty line, with 34% of children under 18, compromising that percentage. The race and ethnicity demographics consist is 48% African American, 37% White and 10% Hispanic. The zip code of 38114 has a population of 22, 580 people and the median household income is $28,158 which is less than half of the median average of $58,516. 32.8% live below the poverty line, which is more

[27] City of Memphis - Division of Housing & Community Development (memphishcd.org)

than double the rate of the state of Tennessee's 14.3%. Race and ethnicity demographics indicate that 93% of the population is Black, 4% white, and 2% Hispanic .[28]

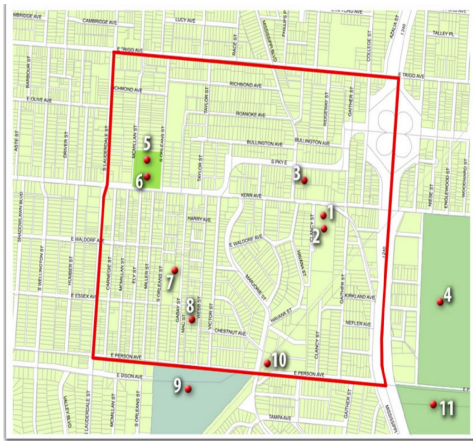
There are six schools in Orange Mound. Four K-5 elementary schools, one K-8 school, and one 9-12 high school, with no stand-alone middle school. The overall demographics of the schools are about 85% Black, 80% of students are considered economically disadvantaged, and about 10% of students are students with disabilities (SWD). **Figure 1.2(c)** captures the student demographics of each school located in Orange Mound.

Figure 1.2 (c): Student demographics data of Orange Mound

Orange Mound Schools Demographics								
School Name	**Grades Served**	**Total Enrollment**	**ED %**	**SWD %**	**ELL %**	**Black %**	**Hispanic %**	**White %**
Arrow Academy of Excellence	KG-5	100	70	0	<5	94	5	<1
Bethel Grove Elementary	PK-5	185	87	21	<5	95	<5	<5
Cherokee Elementary	PK-5	366	80	7	<5	>95	<5	<5
Compass Community School Orange Mound	KG-8	200	46	6	19	75	<5	<5
Dunbar Elementary	PK-5	184	85	12	<5	95	<5	<5
Melrose High	9-12	724	78	12	5	90	9	<1

In addition, Orange Mound has several schools that although have a rich history, have been underperforming for several years. Examples include Arrow Academy of Excellence which had less than 5% proficiency in Math in 2021 and 2022; and Cherokee Elementary who had less than 5% proficiency in Math in 2021 and 2022. Further details about the schools in Orange Mound academic performance can be found in Section 1.2(b) of the application.

Figure 1.2 (d): South Memphis Community[29]Map



South Memphis South Memphis was incorporated in 1846. It was known as an agricultural community in its early years. The residents of South Memphis live in the zip codes of 38106, 38109, 38114, and 38126. According to Census Reporter, there are 23,745 people that inhabit the 38106 zip code. The median household income is $27,881 with 41.3% of the population living below the poverty line. Almost 61% of children under 18 are living below the poverty line, which is more than double the rate of Tennessee. The race and ethnicity demographics are 96% black, 2% white and 2% Hispanic. In the 38109 zip code, 44,899 people inhabit this zip code. The median household income is $32,404 and 30.6% of people live below the poverty line, with 50% of children living below the poverty line. The population of the 38114 zip code is about 22,580. The median household income is $28,158. About 32.8% of the population live below the poverty line; and 39% of children under 18 live below the poverty line. The race and ethnic demographics include 93% Black, 4% white and 2% white. Lastly, the zip code of 38126 has a population of 5,660 residents. The median household income is $16,112. About 56.4% of the population live below

[28] https://censusreporter.org/profiles/86000US38114-38114/

[29] City of Memphis - Division of Housing & Community Development (memphishcd.org)

the poverty line with about 77% of children under 18 living below the poverty line. The race and ethnicity demographics are 92% Black, 6% white, and 1% Hispanic.

There are fourteen schools within South Memphis, ten elementary schools and four secondary schools. The demographics of students within South Memphis are 95% African American, 80% economically disadvantaged, and about 12% students with disabilities. The following table, **Figure 1.2 (e)**, captures student demographics of the elementary, middle, and high schools in South Memphis.

Figure 1.2 (e): Student demographic data of South Memphis

South Memphis Schools Demographics								
School Name	**Grades Served**	**Total Enrollment**	**ED %**	**SWD %**	**ELL %**	**Black %**	**Hispanic %**	**White %**
A. B. Hill Elementary	PK-5	325	84	26	<5	>95	<5	<5
Memphis College Prep	K-5	275	82	8	<5	>95	<5	<5
Believe Memphis Academy Charter	4-8	443	81	11	<5	>95	<5	<5
Circles of Success Learning Academy	KG-5	210	68	8	<5	>95	<5	<5
Cummings School	PK-8	306	88	10	<5	>95	<5	<5
Hamilton School	PK-8	631	84	14	<5	93	6	<1
Veritas College Prep	6-8	139	78	14	<5	>95	<5	<5
Hamilton High	9-12	643	80	18	<5	>95	<5	<5
Alcy Elementary School	K-5	542	85	8	8	>95	<5	<5
Memphis Delta Preparatory	KG-5	379	87	7	<5	>95	<5	<5
Middle College High	9-12	305	26	<5	<5	>95	<5	<5
Riverview School	KG-8	350	83	15	<5	>95	<5	<5
Soulsville Charter	6-12	654	64	10	<5	>95	<5	<5
Vision Prep	PK-5	370	77	8	<5	>95	<5	<5

South Memphis has several schools that although have a rich history, have been underperforming for several years. Examples include Cummings Elementary which had less than 5% proficiency in both Reading and Math in 2021 and 2022; and Riverview School who had less than 5% proficiency in Math in 2021 and 2022. Further details about the academic performance of schools in South Memphis, can be found in Section 1.2(b) of the application.

(b) Rationale for selecting Orange Mound and South Memphis

Empower Memphis Career and College Prep, selected Orange Mound and South Memphis communities for opening this school model. Due to the current underperformance of several schools in Orange Mound and South Memphis, it is evident that there is a clear need for high quality seats, as indicated in the Fall 2022 Educational Priorities Rubric30. After speaking with over 100 community members, families, and students in South Memphis and Orange, Mound, they are all in agreement with not only the need for high quality schools, but also the specific model we intend to provide. With the current schools as the only option for students, parents and the community, there are limited options to high quality and high performing schools. Therefore, to further expound on the need for Empower Memphis Career and College Prep, we identified the following as rationale for the school: the lack of quality school seats within the region, access to school program options, and access to middle school options.

[30] Fall 2022 Educational Priorities Rubric

Quality School Seats One component of Empower Memphis Career and College Prep's mission is to accelerate academic achievement. According to the Fall 2022 Educational Priorities Document/Rubric[31], the Central City West region has the lowest seat quality in the district. Sixty-seven percent of schools are performing at a three or below, creating a need for 2,622 quality elementary school seats. Further analysis of student achievement data, specifically of schools in Orange Mound, **Figure 1.2(f)** and South Memphis, **Figure 1.2(g),** illustrate the need for Empower Memphis Career and College Prep. In Orange Mound, two of the six schools, Arrow Academy of Excellence and Melrose High School, are on the priority list. In South Memphis, Six out of fourteen schools, Cummings Elementary, Hamilton School, Hamilton High School, Alcy Elementary School, Memphis Delta Prep, and Riverview School, are on the priority list. Out of the six schools that have been identified on the priority list, five of the six schools are elementary schools, K-5 or K-8, the targeted grade band we intend to serve. Additional analysis of academic performance in Orange Mound and South Memphis is captured in **Section 1.2(c)** of this application.

67% of the schools in this region are **performing at a 3 or below,** creating a **need for 2,622 quality** elementary

Figure 1.2(f): Orange Mound Achievement Data

Orange Mound Achievement Data								
			ELA on Track or Mastered			Math on Track or Mastered		
School Name	**Grades Served**	**Priority List**	**19**	**21**	**22**	**19**	**21**	**22**
Arrow Academy of Excellence	KG-5	Yes	26.3	9.5	15.9	26.3	<5	<5
Bethel Grove Elementary	PK-5	No	26.5	19.5	27.7	36.8	14	20.5
Cherokee Elementary	PK-5	No	18.6	<5	9.7	13.6	<5	<5
Compass Community School Orange Mound	KG-8	No		15.5	26.7		5.2	11.1
Dunbar Elementary	PK-5	No	13.3	9.8	11.7	29.5	5.4	5.8
Melrose High	9-12	Yes	8.6	7.3	9.9	8.1	<5	<5

Figure 1.2(g): South Memphis Schools Academic Achievement

South Memphis Schools Academic Achievement								
			ELA on Track or Mastered			Math on Track or Mastered		
School Name	**Grades Served**	**Priority List**	**19**	**21**	**22**	**19**	**21**	**22**
A. B. Hill Elementary	PK-5	No	4.9	13.0	21.1	39.1	3.3	12.1
Memphis College Prep	K-5	No	16.9	5.8	9	20.2	<5	<5

[31] Fall 2022 Educational Priorities Rubric

Believe Memphis Charter School	4-8	No	14.7	<5	8.4	35.8	<5	6.8
Circles of Success Learning Academy	KG-5	No	28.4	<5	8.7	34.9	<5	17.1
Cummings School	PK-8	Yes	<5	<5	10.6	12.8	<5	<5
Hamilton School	PK-8	Yes		8	9		6.8	7.8
Hamilton High School	9-12	Yes	10.2	5	5.6	<5	<5	<5
Alcy Elementary	KG-5	No		<5	16.0		<5	5.8
Memphis Delta Preparatory	KG-5	Yes	6.8	<5	10.8	19.9	<5	<5
Middle College High	9-12	No (Reward)	40.3	52.8	63.2	51.8	22.1	29.3
Riverview School	KG-8	Yes	9.4	5.2	7.0	19.8	<5	<5
Soulsville Charter	6-12	No	18.4	10.1	14.3	17.4	<5	<5
Vision Prep	PK-5	No	20.7	7.1	13.5	13.9	<5	8.9
Veritas College Prep	6-8	No	11.8	7.3	11.3	18.1	<5	11.3

The Fall 2022 Educational Priorities Document Rubric[32] also identified fifteen schools in the Central City West Region of the district with a School Performance Scorecard rating below three. Of the fifteen schools rated below a three, nine are located in Orange Mound and South Memphis, reflecting 60% of the total number of schools. **Figure 1.2h**[33] captures this information.

Figure 1.2(h): Schools with SPS < 3 and/or designated as Priority, ATSI, TSI

Neighborhood	School	Intervention	State Designation	2022 SPS Rating	Utilization	FCI Category
Downtown/Midtown	LaRose Elementary	IZone	Priority	1.69	43%	4
South Memphis	Hamilton High	IZone	Priority	1.87	55%	3
North Memphis/Uptown	KIPP Memphis Collegiate High	*Charter*	TSI	1.99	95%	
Orange Mound	Melrose High	CIZone	Priority	2.00	75%	3
South Memphis	Memphis College Preparatory	*Charter*		2.37	75%	
Downtown/Midtown	B. T. Washington High	*IZone*		2.56	88%	4
North Memphis/Uptown	Perea Elementary School	Charter		2.60	67%	
North Memphis/Uptown	Manassas High	IZone	Priority	2.68	57%	5
South Memphis	Believe Memphis Academy Charter School	*Charter*		2.74	81%	
South Memphis	Cummings School		Priority	2.79	41%	2
Orange Mound	Dunbar Elementary	IZone		2.79	52%	1
South Memphis	Hamilton School	CIZone	Priority	2.81	70%	3
South Memphis	Vision Prep	Charter		2.85	103%	
North Memphis/Uptown	KIPP Memphis Academy Middle	*Charter*	Priority	2.93	49%	
South Memphis	Riverview School	IZone	Priority	2.93	66%	4

School Model Options Empower Memphis Career and College Prep believes all students should have access to quality academic programs regardless of their zip code. Memphis Shelby County Public Schools provides Optional Schools for families who desire unique learning experiences for their children. "The Optional Program has a longstanding legacy of excellence in Shelby County. Free of tuition, our schools provide creative and rigorous coursework and extra-curricular programs led by teachers who inspire and challenge high-performing students to

[32] Fall 2022 Educational Priorities Rubric

[33] Fall 2022 Educational Priorities Rubric

achieve their best".[34]

Orange Mound and South Memphis communities have limited options or access to school models with unique focus areas compared to other communities within Central City West. In the Central City West region of Memphis, the majority of optional schools are concentrated in Downtown/Midtown communities. 53% of Downtown/Midtown schools have optional programs, 22% of North Memphis /Uptown schools have optional programs, 7% of South Memphis Schools have optional programs, and no optional programs exist in Orange Mound. Another harsh reality of accessibility, specifically within the Orange Mound and South Memphis communities, is that the only Optional school, Cummings Elementary, is on the state Priority list having achievement scores from 2019, 2021, and 2022 of <5, <5, 10.6 in ELA and 12.8, <5, and <5 in Math, as seen in **Figure 1.2(g). Figure 1.2(i)** captures the Optional programs available in the Central City West region of Memphis.

Figure 1.2 (i): Optional Schools in Central City West Region

Central City West Optional Schools				
Community	**Number of Optional Schools**	**Percentage of Schools**	**Optional School**	**Focus**
Downtown/ Midtown	9/17	53%	Downtown Elementary	Enriched Academics
			Snowden School	Career Exploration (5-8)
			Rozelle Elementary School	Creative Arts
			Bellevue Middle School	College Prep
			Peabody Elementary	International Studies
			Central High School	College Prep
			Maxine Smith Steam Academy	STEAM
			Idlewild Elementary	Science/Technology
North Memphis/Upto wn	2/9	22%	Vollentine Elementary	Science Exploration
			Springdale Elementary	Exploratory Learning
Orange Mound	0/6	0%	N.A	N.A
South Memphis	1/14	7%	Cummings	Enriched Academics/Developing Masterful Mathematical Minds (DM3)

(c) Performance and Enrollment Trends

[34] Optional Schools (scsk12.org)

In **Section 1.2(b)** of the application, the academic performance of schools within Orange Mound and South Memphis were synthesized to establish that 1) Central City West Memphis is the lowest performing region in Memphis Shelby County Schools, 2) five out of six elementary schools in South Memphis are on the priority list, and 3) nine of the fifteen schools that have a rating score of 3 or below on the School Performance Scorecard are located in South Memphis and Orange Mound. In this section, we will further analyze academic performance with an emphasis on growth over time and enrollment trends.

The impact of the pandemic on K–12 student learning was significant, leaving students, on average, five months behind in mathematics and four months behind in reading by the end of the school year. The pandemic widened preexisting opportunity and achievement gaps, hitting historically disadvantaged students hardest (Dorn, et al, 2021)[35]. In all schools across the nation, achievement data from 2019 to the 2021 school year plummeted, with some schools experiencing double-digit declines. In a recent report published by Fox 17 news, Tennessee has made some improvements overall as a state. "In English Language Arts, 36.4 percent of students meet grade level expectations state-wide. That is higher than in 2021, with 29.8 percent of students testing on grade level. In math, 30 percent of students are meeting grade-level expectations. That is higher than in 2021 when 25.9 percent of students tested at grade level." [36] Therefore, as a state, there was an increase in proficiency rates by 6.6 percent in English Language Arts and an increase by 4.1 percent in Math from 2021 performance to 2022 performance.

When comparing the state's progress with schools in South Memphis, we found that four out of fourteen schools improved by at least 6.6 percent in ELA. Those schools are A.B Hill Elementary, Middle College High School, Vision Prep, and Alcy Elementary. Moreover, even more commendable, A.B Hill and Middle College have achievement scores that surpass the pre-pandemic scores of 2019 in ELA. In Math, four out of fourteen schools, A. B. Hill Elementary, Circles of Success Learning Academy, Middle College High, and Veritas Prep, improved by at least 4.1 percent. Unfortunately, no school in South Memphis has reached or surpassed pre-pandemic scores in Math. In Orange Mound, three of the five schools, Arrow Academy of Excellence, Bethel Grove Elementary, and Compass Community School Orange Mound, made at least 6.6 percent gains in ELA. One school, Bethel Grove Elementary, surpassed pre-pandemic scores in ELA. In Math, two of the five schools, Bethel Grove Elementary and Compass Community School Orange Mound, increased by 4.1 percent. Unfortunately, no school has reached or surpassed pre-pandemic scores in Math in Orange Mound.

To summarize, out of the 19 schools comprising Orange Mound and South Memphis, seven, or 37%, of the schools improved by the state's rate of 6.6% ELA. Six out of nineteen schools, or 32%, improved by the state's rate of 4.1% in Math. Three of the nineteen schools, or 15%, have reached or surpassed pre-pandemic schools in ELA; however, no school has done so in Math. According to MAP NWEA[37], "it will take the average elementary-school student at least three years to catch up and much longer for older students if the rate of change continues at the same pace."

For two consecutive school years, post-pandemic, enrollment of school-aged children between 5 and 17 years of age has declined nationally. During the 2020-2021 school year, national K-12 public school enrollment declined by over 2 percent, about 1.1 million students. The 2021-2022 enrollment in K-12 grades also declined, however, by about 130,000 students. Altogether, "America's public schools have lost at least 1.2 million students since 2020. No overriding explanation has emerged yet for the widespread drop-off. But experts point to two potential causes: some parents became so fed up with remote instruction or mask mandates that they started home-schooling their children or sending them to private or parochial schools that largely remained open during the pandemic; and other families were thrown into such turmoil by pandemic-related job losses, homelessness and school closures that their children simply dropped out," (Hubler, 2022).[38] The decline in enrollment has impacted Memphis Shelby County Schools. "Nearly 4,000 fewer students are enrolled in Shelby County Schools, including charter schools, this school year, according to 60-day counts for the 2021-22 academic year, which represents a decrease of just over 3% from 2020-21," (West, 2022).[39]

[35] https://www.mckinsey.com/industries/education/our-insights/covid-19-and-education-the-lingering-effects-of-unfinished-learning
[36] https://fox17.com/news/local/tn-state-test-scores-show-low-income-students-continue-to-score-lower-than-their-peers
[37]https://www.nwea.org/blog/2022/more-to-do-students-are-rebounding-but-havent-recovered-from-covid-related-learning-disruptions/
[38] Hubler, Shawn, 2022, With Plunging Enrollment, a 'Seismic Hit' to Public Schools, New York Times: https://www.nytimes.com/2022/05/17/us/public-schools-falling-enrollment.html
[39] West, Samantha, 2022, Shelby County Schools' enrollment dips for second consecutive year, Chalbeat: https://tn.chalkbeat.org/2022/1/12/22880370/memphis-shelby-county-schools-enrollment-decline-covid-online-learning-private-charter#:~:text=in%20a%20row.-,Nearly%204%2C000%20fewer%20students%20are%20enrolled%20in%20Shelby%20County%20Schools,is%20not%20unique%20to%20Memphis.

According to the latest data from City-data.com[40], the target recruitment ages of 5-12, have the highest distribution in the Orange Mound and South Memphis communities. Despite the availability of the student age demographic, we intend to serve (5-12 years), analysis of Orange Mound and South Memphis enrollment data post-pandemic indicates similar declines in enrollment as experienced nationally. Empower Memphis Career and College Prep intends to create a K-8 school that will create continuity with students transitioning from elementary to middle school. Secondly, with the uniqueness of the school model, we intend to help make a return for families who, due to a lack of school options in the community, enrolled their children outside of their community. **Figure 1.2(j)** displays Orange Mounds enrollment trend spanning five years. **Figure 1.2(k)** displays South Memphis enrollment trends spanning five years.

Figure 1.2(j): Orange Mound Schools Enrollment Trends

Orange Mound School Enrollment Trends						
School Name	**Grades Served**	**2018**	**2019**	**2020**	**2021**	**2022**
Arrow Academy of Excellence	KG-5	85	74	88	111	100
Bethel Grove Elementary	PK-5	225	235	194	204	185
Cherokee Elementary	PK-5	480	438	443	391	366
Compass Community School Orange Mound	KG-8			167	200	219
Dunbar Elementary	PK-5	236	240	214	228	184
Melrose High	9-12	588	586	683	767	724

Figure 1.2(k): South Memphis School Enrollment Trends

South Memphis Schools Enrollment Trends						
School Name	**Grades Served**	**2018**	**2019**	**2020**	**2021**	**2022**
A. B. Hill Elementary	PK-5	256	245	336	357	325
Memphis College Prep	K-5	279	252	269	284	274
Believe Memphis Academy Charter	4-8			193	320	443
Circles of Success Learning Academy	KG-5	227	239	229	208	210
Cummings School	PK-8	500	511	456	395	306
Hamilton School	PK-8			556	623	631
Veritas College Prep	6-8	146	142	162	159	139
Hamilton High	9-12	626	654	646	719	643
Alcy Elementary School	K-5	220	?	?	578	542
Memphis Delta Preparatory	KG-5	284	341	385	394	379
Middle College High	9-12	287	325	322	329	355
Riverview School	KG-8	427	416	412	380	350
Soulsville Charter	6-12	649	658	663	641	654
Vision Prep	PK-5	287	363	385	396	370

[40] City-data.com

(d) Specific population

Empower Memphis Career and College Prep proposes to provide high quality instruction to all students with intentional recruitment efforts within the Central City West region of Memphis, specifically Orange Mound and South Memphis communities. We will support any student regardless of socio-economic status, race, disability, English proficiency, or zip code.

(e) The Empower Memphis Impact

The rationale for selecting the Central City West Region of Memphis Shelby County Schools, and specifically the Orange Mound and the South Memphis neighborhoods, are due to the lack of quality school seats within the region, access to school program options, and continuity across grades. These gaps are what Empower Memphis Career and College Prep intends to rectify. Central City West Memphis is the lowest-performing region in the Memphis Shelby County School District. Secondly, nine of the fifteen schools that have a School Performance Scorecard rating that is below three are in Orange Mound and South Memphis. With a high concentration of Optional Programs located in the Midtown/Downtown areas of Memphis, 53%, but only 7%, or one school, Cummings Elementary school, a school that is also on the Priority list, located in South Memphis, there is a clear lack of choice in our target neighborhoods. We want to provide a career and technical focused school model that is accessible to all students and families within South Memphis and Orange Mound.

Throughout this application, our goals, known as the Empower Memphis Impact, have been embedded within key elements of our school design to refer to the influence that we will have on students that attend Empower Memphis Career and College Prep. We developed goals that are aligned with our mission to accelerate academic achievement, foster individuality, and cultivate career mindsets to measure our progress. Empower Memphis Career and College Prep intends to become one of the highest-performing schools in Memphis Shelby County School District and the state. We will intentionally focus on the cognitive apprenticeship model that centers around the constructivist learning approach to help build critical thinkers and problem solvers. Secondly, through the Response to Intervention and Instruction framework, we plan on using multiple data sources to customize learning for students. We crafted an academic model that allows each student to have a deep analysis of career clusters and pathways through the study of careers, career simulations, and internships. We intend for all students to leave Empower Memphis Career and College Prep with the tools and resources necessary to pursue their high school and post-secondary choices of their desire.

(f) Existing school Enrollment practices

Empower Memphis Career and College Prep does not have an existing school.

(g) Enrollment summary and anticipated demographics

Empower Memphis Career and College Prep, at total capacity, will be a K-8 school. Based on surrounding school demographics, we anticipate about 80-85% of our students to be African American, 80-85% of our students to be economically disadvantaged, and about 10% students with disabilities. During our inaugural year of 24-25, we plan to start with grades K-2. It is essential to improve early literacy and beginning with those foundational grades from the start will help accelerate academic achievement over time. After year 1, we plan to follow a slow growth model that adds another grade year over year. By year 7, we plan to have all students enrolled in grades K-8 and by year 9, we will be at the maximum capacity. The enrollment summary is provided in **Figure 1.2(l).**

Figure 1.2(l): Enrollment Summary for Empower Memphis

	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32	32-33
Grade Level	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
K		50	50	50	50	50	50	50	50	50

1		25	50	50	50	50	50	50	50	50
2		25	25	50	50	50	50	50	50	50
3			25	25	50	50	50	50	50	50
4				25	25	50	50	50	50	50
5					25	50	50	50	50	50
6						25	25	50	50	50
7							25	25	50	50
8								25	25	50
Total		100	150	200	250	300	350	400	425	450

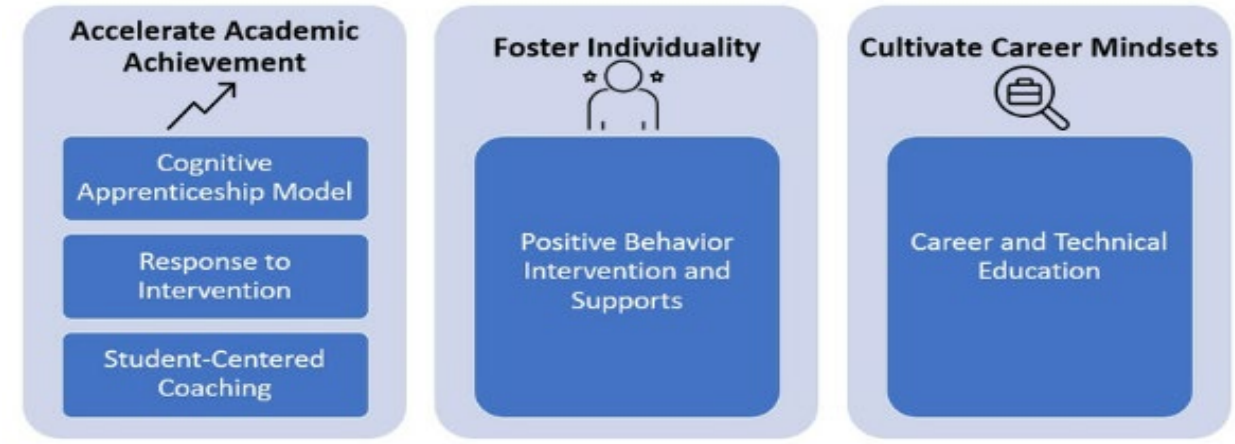
Anticipated Demographics	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Learners
80-85% African American 15-20 % Other	80-85%	10-15%	<5%

1.3 Academic Focus and Plan

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

The student achievement and enrollment data identified in **Section 1.2** of the application indicates the importance of 1) increasing student proficiency levels, 2) the need for differentiated instruction to meet the needs of all students, 3) the need for specialized support due to about 10% of the student population having a disability, and 4) the need for innovative school options due to the lack of access in Orange Mound and South Memphis. To help our vision for students to pursue career paths of their choice confidently, we developed a school model that allows students to explore career options, develop critical thinking skills, while using student data to determine instructional practices for differentiation. As a result, we identified key practices that support our academic focus of career exploration that align with our mission. We plan to accelerate academic achievement through the cognitive apprenticeship model, response to intervention, and student-centered coaching. We will foster individuality through the implementation of Positive Behavior Intervention and Support. Lastly, we plan to cultivate career mindsets by implementing career and technical education within Empower Memphis Career and College Prep.

Figure 1.3 (a): Key design elements aligned to the mission



Accelerate Academic Achievement Accelerating academic achievement requires multiple strategies that ensure students access rigorous grade-level standards and curriculum. The U.S Department of Education[41] identified the following as methods to accelerate academic achievement post the pandemic: "invest in evidence-based strategies to address lost instructional time, identify gaps in academic opportunity, invest in educators, including building a diverse teacher pipeline and ensure teachers at high-need schools are paid competitively." With that in mind, Empower Memphis Career and College Prep identified the cognitive apprenticeship approach, response to intervention, and student-centered coaching, as our methods to accelerate academic achievement.

Cognitive Apprenticeship Model During ELA, Math, Science, and Social Studies, teachers will implement the cognitive apprenticeship approach utilizing the curricula described in **Section 1.3(e)** of the application. The Cognitive Apprenticeship Model is a process that helps students build critical thinking skills that can be applied to multiple contexts. This approach is used when a teacher needs to teach a complex task to students. This instructional model has six critical elements: modeling, coaching, scaffolding, articulation, reflection, and exploration. Collins, Brown, et al. 1989, define the six elements as follows: "*Modeling* involves an expert performing a task so that the students can observe and build a conceptual model of the processes required to accomplish it. In cognitive domains, this requires the externalization of usually internal processes and activities—specifically, the heuristics and control processes by which experts apply their basic conceptual and procedural knowledge. *Coaching* consists of observing students while they carry out a task and offering hints, scaffolding, feedback, modeling, reminders, and new tasks to bring their performance closer to expert performance. *Scaffolding* refers to the teacher's support to help the student carry out the task. These supports can take either the forms of suggestions or help, as in reciprocal teaching or physical supports, as with cue cards. *Articulation* involves getting students to articulate their knowledge, reasoning, or problem-solving processes. *Reflection* involves enabling students to compare their problem-solving processes with those of an expert, another student, and an internal cognitive model of expertise. *Exploration* involves pushing

[41] https://sites.ed.gov/backtoschool/landmark3/

students into a mode of problem-solving on their own. Forcing them to explore is critical if they learn how to frame questions or problems that are interesting and that they can solve. These elements intend to assist students in developing problem-solving strategies as they connect between tasks and topics and across multiple subject areas."[42]

The Catholic University conducted a study on sixty-six second-grade students from an inner-city public school within the mid-Atlantic, where more than 97% of the children qualified for free breakfast and lunch. The participants were 100% African American and lived in the most dangerous parts of the city. The demographics and social constraints of these students are similar to those of students from Orange Mound and South Memphis, the target neighborhoods for recruitment. The 66 students were divided into two cohorts. One cohort of 30 received cognitive apprenticeship instruction in mathematics, while the other was taught using traditional methods. Students in the CA classroom showed superior performance in computation when compared to the students in the traditional class. Math Computation showed a 1.4-year effect, and Math Total showed a .8-year benefit. Thus, the data analysis indicates consistent effects of improved performance[43]. Additional research throughout this application supports the improvement of student outcomes.

We believe that through the cognitive apprenticeship model, Empower Memphis Career and College Prep students will also experience similar results, thus leading to the Empower Memphis Impact, as seen in **Figure 1.3(a).**

Figure 1.3(b): Empower Memphis Impact

The Empower Memphis Impact	
Accelerate Academic Achievement **Cognitive Apprenticeship Model**	As a result of implementing the Cognitive Apprenticeship Model, ● 80% of all students (K - 8) will achieve at the 75th percentile or higher for their grade level and/or meet typical growth using iReady assessment in both Math and ELA ● 80% K-2 graders will demonstrate on track/mastered on the ELA and Math Spring Interim Assessments ● 30% of students in grades 3-8 will demonstrate on track/mastered on all TNReady Assessments ● 80% of students who stay with us for at least three consecutive years, will be reading on grade level by the end of the year

Response to Intervention Response to Intervention and Instruction is Tennessee's academic three tiered framework for teaching and learning that begins with high-quality, differentiated instruction throughout the day and emphasizes intervening with students when they first start to struggle to avoid prolonged academic difficulties.[44] At Empower Memphis Career and College Prep, we recognize that providing high-quality Tier I instruction is important. For struggling students, we will provide differentiated instruction opportunities during core instruction and targeted interventions during our WIN intervention block.

- *Differentiated Instruction:* During the literacy and math blocks, there will be opportunities for small group instruction to provide additional support or extend student learning of the content.
- *What I Need:* The What I Need (WIN) intervention block provides students with targeted intervention and supports throughout the day. As indicated in our school schedule in **Section 1.8** of the application, each grade level is assigned a time of day in which the WIN instructional block will occur. This time of day was intentional to ensure that we had enough staff available to provide support. Based on MAP and IReady Data benchmark data gathered at the beginning of the year, students are assigned to a teacher within that grade level responsible for providing instruction for the group. Academic Success Coaches will serve as

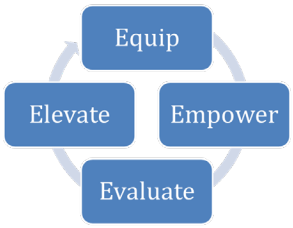
[42] Collins, A., Brown, J.S., and Newman, S.E. (1989). "Cognitive Apprenticeship: Teaching the Craft of Reading, Writing, and Mathematics."
[43] Cave, Agnes, (2010), Learning Math in Second Grade: An Application of Cognitive Apprenticeship. National Form of Applied Educational Research Journal, VOlue 23, Number 3, 2010
http://www.nationalforum.com/Electronic%20Journal%20Volumes/Cave,%20Agnes%20Learning%20Math%20in%20Second%20Grade%20NFAERJ%20V23%20N3%202010.pdf
[44] https://www.tn.gov/education/instruction/tdoe-rti2/rti2-rediect/rti-current-update.html#

interventionists and be assigned to Tier III classrooms. This allows a smaller student-to-teacher, resulting in instruction in a small group setting. More details can be found in **Section 1.3(d)** of the application.

Figure 1.3(c): The Empower Memphis Impact- Cognitive Apprenticeship Model

The Empower Memphis Impact	
Accelerate Academic Achievement **Response to Intervention**	As a result of implementing Response to Intervention to accelerate academic achievement: ● 75% of Kindergarten & 1st Grade students will meet or exceed their Projected RIT Growth as measured by NWEA Reading Fluency ● 75% of 2nd-8th Grade students will meet or exceed their Projected RIT Growth in Reading as measured by NWEA MAP Growth ● 75% of Kindergarten-8th Grade students will meet or exceed their Projected RIT Growth in Math as measured by NWEA MAP Growth. ● 50% of ELL students grow two levels on WIDA ACCESS by Spring

Figure 1.3(d): 4E Coaching Cycle



Student-Centered Coaching At the core of accelerating academic achievement, we must have staff that can provide high-quality instruction to all students. Student-Centered Coaching focuses on using student data to improve the implementation of instructional strategies for teachers. Through coaching cycles, we will create sessions based on the overall trends and needs. The cycles will be aligned to the metrics of the TEAM evaluation rubric and utilize Teach Like a Champion strategies, to bolster the impact of student learning. We will coin the 4 E's towards professional development: Equip refers to the professional development sessions that teachers will participate in, Empower refers to the coaching practices that will support the teacher, Evaluate refers to observations that will observe students and teachers, and Elevate refers to identifying the improvement as a result of the coaching cycle and next steps for improvement.

Foster Individuality At Empower Memphis Career and College Prep, we recognize the impact that adversities such as incarceration, substance abuse, crime, etc. have on families and the community. As **Section 1.10** of the application indicates, adverse childhood experiences pose significant lifelong challenges. However, "The school environment and how it is experienced can also serve as a protective factor for students. While adolescents faced with serious adversity are less likely to report high levels of well-being, having a supportive and safe neighborhood and school environment can mediate this association" (Moore & Ramirez, 2016)[45]. Fostering Individuality refers to Empower Memphis Career and College Prep's ability to ensure students can thrive in a safe and nurturing environment. We will create a positive career-centered learning environment through Positive Behavior Intervention and Support, a three-tiered approach.

Tier I supports are universal supports available to all students. Interventions included in Tier I are the guiding principles for behavior expectations, which continue in the classrooms. These principles guide teachers on how to increase and maintain positive behaviors and respond to challenging behavior and prevent future problems for about 75-90% of the students[46]. Empower Memphis Career and College Prep intends to implement Tier I principles by creating a career-focused learning environment, establishing core values that will guide students and staff, and utilizing "The Leader in Me" for character development. Tier II interventions are for the 10-25% of students who require support in addition to universal Tier I supports. These students are at risk of exhibiting more intense social,

[45] Moore, K. A., & Ramirez, A. N. (2016). Adverse childhood experience and adolescent well-being: Do protective factors matter? Childhood Individual Research, 9(2), 299–316. doi:10.1007/s12187-015-9324-4
[46] https://www.pbis.org/pbis/tier-1

emotional, or behavioral challenges, which, if not addressed, could eventually require more intensive Tier III interventions.[47] At Empower Memphis Career and College Prep, we will utilize Live School data to determine the appropriate interventions for implementation. Options for Tier II interventions include Behavior Contracts and Check In & Check Out protocols. Tier III interventions and supports are highly individualized and used with students who exhibit the most significant, severe, and challenging behavior.[48] At Empower Memphis Career and College Prep, Tier III students will receive individualized plans of support to support their behavioral needs. Details of how we will support students through PBIS can be found in **Section 1.10** of the application.

Cultivate Career Mindsets "Career exploration is the process of researching, evaluating, and learning about modern work opportunities and how students can pursue the careers of their choice."[49] Empower Memphis Career and College Prep intends to cultivate career mindsets through career exploration, a component of Career and Technical Education, CTE. CTE is no longer just about teaching students a narrow set of skills sufficient for entry-level jobs; it is about preparing students for careers[50]. With that in mind, we plan on creating learning opportunities that allow students to explore different career clusters through career surveys, Empower 360, a Career Exploration course that includes internships and career simulations, and a personal finance course.

Career Interest Survey: At the beginning of each year, students will complete a career interest survey to help identify the course offerings for Empower 360. Empower 360 is our choice-based course that allows students to participate in activities aligned with their interests, which connects to future careers. North Carolina's Career Interest Survey[51] poses questions that are aligned to RAISEC framework: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C) domains.

Career Portfolios: Each year, students will complete a career portfolio that will capture what students have studied about their assigned career industry with hopes of determining further interest in the field.

Personal Finance Course: Personal Finance is designed to inform students how individual choices influence occupational goals and future earnings potential. Real-world topics covered will include income, money management, spending, and credit, as well as saving and investing (TDOE, 2022)[52]. Using the Fitmoney curriculum and supplemental resources, students will have hands-on learning experiences as they make informed financial decisions based on the grade level career cluster of study.

Career Exploration Course: Each grade level is assigned to a career cluster, and students will learn about the job, education requirements, and salary scales and complete real-world tasks aligned to the field of study.

Career Simulations: Students in grades K-4 will participate in career simulations after studying the grade level assigned industry. All students will reenact a role that reflects a typical day or scenario the positions may encounter.

Internships: The National Association of Colleges and Employers (NACE) describes an internship as "a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting" (2018).[53] At Empower Memphis Career and College Prep, every 5th-grade and 8th-grade student will participate in a one-week internship with a community partner based on the identified career cluster of the grade level.

The Career clusters include the following:

- *Agriculture, Food, and Natural Resources:* Careers in the planning, implementation, production, management, processing, and marketing of agricultural commodities and services, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products, and related professional, technical, and educational services.
- *Architecture and Construction:* Careers in designing, planning, managing, building, and maintaining the built environment. People employed in this cluster work on new structures, restorations, additions, alterations, and repairs.

[47] https://www.pbis.org/pbis/tier-1
[48] https://www.pbis.org/pbis/tier-1
[49] https://www.aeseducation.com/blog/what-is-career-exploration
[50] https://files.eric.ed.gov/fulltext/ED555696.pdf
[51] https://www.cfnc.org/media/0xtdpcig/career-interest-explorer-elementary.pdf
[52]https://www.tn.gov/education/instruction/academic-standards/personal-finance-standards.html#:~:text=Personal%20Finance%20is%20a%20course,well%20as%20saving%20and%20investing.
[53] https://www.naceweb.org/career-readiness/competencies/employers-play-key-role-in-career-readiness-competency-development/

- *Arts, A/V Technology, and Communications:* Careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services. Many people enjoy hobbies and avocations in this cluster rather than full-time employment.
- *Business Management and Administration:* Careers encompass planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.
- *Education and Training:* Careers in planning, managing, and providing education and training services and related learning support services.
- *Finance:* Careers in financial and investment planning, banking, insurance, and business financial management.
- *Government and Public Administration:* Careers in executing governmental functions, including governance, national security, foreign service, planning, revenue and taxation, regulation, and management and administration at the local, state, and federal levels.
- *Health Science:* Careers in planning, managing, and providing diagnostic, therapeutic, and information and environmental services in health care.
- *Hospitality and Tourism:* Careers in the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services.
- *Human Services:* Careers in pathways related to families and human needs.
- *Information Technology:* Careers in design, development, support, and management of hardware, software, multimedia, and systems integration services.
- *Law, Public Safety, Corrections, and Security:* Careers in planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services.
- *Manufacturing:* Careers in planning, managing, and performing materials processing into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.
- *Marketing:* Careers in planning, managing, and performing marketing activities to reach organizational objectives.
- *Science, Technology, Engineering, and Mathematics:* Careers in planning, managing, and providing scientific research and professional and technical services (including physical science, social science, and engineering), laboratory and testing services, and research and development services.
- *Transportation, Distribution, and Logistics:* Careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services such as transportation infrastructure planning and management, logistics, mobile equipment, and facility maintenance.[54]

Internship Overview Empower Memphis will utilize the resources from Tennessee's Work Based Learning Policy Guide[55], Tennessee's Work Based Learning Implementation Guide, [56] and Tennessee's Work Based Learning Toolbox[57], to develop the internships that will be available to student. The internship is designed to provide Empower Memphis Career and College Prep fifth and eighth grade students with professional opportunities to explore career options and build employability skills. The first internship with fifth grade students will occur during the 2027-2028 school year. Similar to the internship experiences that eighth graders at Grace-St Luke's Episcopal School in Memphis, TN, participate in, students will be mentored by professionals in particular areas of expertise as identified by the career cluster students will select. The internships will take place during the last week of the Career Exploration Couse of fifth and eighth grade students. Internships may occur onsite at Empower Memphis Career and College Prep or offsite at the employer's location.

[54] https://www.sciencebound.iastate.edu/wp-content/uploads/2019/04/ParentGuide.pdf
[55] Tennessee Work Based Learning Policy Guide: https://www.tn.gov/content/dam/tn/ecd/documents/work-based-learning/wbl_policy_guide.pdf
[56] Tennessee's Work-based Learning Implementation Guide
[57] Tennessee'sWork Based Leaning Toolbos

Internship Coordinator (Work Based Learning Coordinator)- Empower Memphis will adhere to the requirements as identified in the Tennessee Work Based Policy Guide[58]

- The Career Exploration teacher will be the Work-Based Learning Coordinator and will be responsible for supervising students during their internships, coordinating internship sites in collaboration with the Director of School Operations and Culture, and developing relationships with employers, etc. The Lead Founder/CEO will be responsible for approving all internship partners.
- Internship Coordinator (Work Based Learning Coordinator) Certification- The Internship Coordinator (Work Based Learning Coordinator) will have a Tennessee state license and receive yearly training to obtain WBL certification. If the Career Exploration teacher does not have a Tennessee license, then another staff member with the appropriate credentials will be identified.

Identifying Community Partners for Internships

The Lead Founder/CEO has developed a preliminary list of potential partners that may serve as sites for internships based on each identified career cluster per grade level. **Figure 1.3 (d)** identifies the preliminary list of potential partners.

Figure 1.3 (d) Potential Community Partnerships

Grade	Cluster	Careers	Memphis Based Businesses
K	Transportation	CDL Driver, Pilot, Dispatcher, Conductor	Sysco, AB Jets, Dunavant Sea Lane Express, AutoZone, Memphis International Airport
1	Education and Training	Early Childhood Careers, Teacher, Administrator, Superintendent, Professor	Porter Leath, University of Memphis, Memphis Shelby County Schools, Charter Schools, Private Schools
2	Agriculture, Food, Natural Resources	Chef, Farmer, Grain Handler Technician,	Raintree Equestrian Center, Farm Credit Mid America, Mid South Ag. Equipment Inc
3	Architecture/ Construction	Carpenters, Architects, Civil Engineers, Real Estate Agents	ANF Architects, Crye Lake Realtors, McCabe Construction
4	Government and Public Administration	Mayor, Court Clerk, Military	Shelby County Government, Deloitte
5	Arts, Audio/Video Technology and Communications	Radio Host, News Reporter, Social Media Manager, Fashion Designer	Entercom Communications, The Commercial Appeal, Urban Chic Media
6	STEM Explorers	Web Designer, 3D Animator, Database Administrator	General Dynamics Information Technology, Buckman Laboratories, Midlance Company
7	Hospitality and Tourism	Cruise Ship Staff Front Desk Agent Event Planning Manager	Hyatt Centric Memphis Disney Cruise Ship

[58]Tennessee Work Based Learning Policy Guide: https://www.tn.gov/content/dam/tn/ecd/documents/work-based-learning/wbl_policy_guide.pdf

8	Health Science	Dental Hygienist, Occupational therapy assistant, Physical therapy assistant, respiratory therapist, surgical technician	CIOX Health, Baptist Memorial Hospital, Pinkston Charles F DDS

Recruiting Community Partners for Internships From the year of opening until the first internship year, 2027-2028, we will encourage Empower Memphis staff to cultivate relationships with potential partners through the following methods:

- Peer-to-peer outreach. Use members from the board or existing partners to recruit businesses that reflect the career clusters that Empower Memphis plans to study.
- Participate in employer and civic organizations. Attend Memphis Chamber of Commerce Meetings, New Memphis meetings, where economic and civic issues are discussed to recruit internship participants.
- Invite local businesses to be speakers at Career Fairs to begin fostering relationships.

Selecting Community Partners for Internships: Once employers for internships have been identified, the Lead Founder/CEO and/or the Director of Operations and Culture will conduct a workplace-learning audit to meet with the leaders of the identified businesses. During this meeting, the Lead Founder/CEO and/or Director of Operations and Culture will discuss the following expectations for internship partners. All internship partners will be responsible for the following:

- Providing orientation and training at the beginning of the internship
- Provide a safe workplace
- Create projects and provide training that leads to increased knowledge, skills and problem solving capabilities
- Communicate with the student and school personnel about any disability-related workplace accommodations or supports that the student may need, including accommodations that will allow the student to communicate effectively with the employer and workplace colleagues
- Meet with the intern each day to discuss their progress
- Provide the intern with direction, resources, and support necessary to successfully meet or exceed the goals of the internship
- Make the intern feel a part of the workplace

If the potential internship partner is in agreement with the expectations and the site is a safe working environment, then the Lead Founder/CEO and/or the Director of Operations, will move forward with including the business as an internship partner.

(b) Academic Plan. Include specific academic benchmarks.

Empower Memphis Career and College Prep plans on creating learning experiences that are connected to the key elements of our mission to accelerate academic achievement, foster individuality, and cultivate career mindsets, to fulfill the vision that our students pursue, with confidence, future career paths of their choice that will improve academic, social, and economic outcomes in the communities of Memphis and beyond. The academic plan provided below further describes the key elements of implementation as described in **Section 1.1** of the application.

Figure 1.3(e): Key design elements aligned to the mission

Accelerate Academic Achievement

Cognitive Apprenticeship Model: Instruction will be provided using the Cognitive Apprenticeship Approach, a constructivist approach to instruction that enables students to think critically through practice and the support of the expert, the teacher. As mentioned in **Section 1.1** of the application, it focuses on "learning-through-guided-experience on cognitive and metacognitive skills and processes."[59] The Cognitive Apprenticeship Model makes thinking visible to students on complex tasks and texts. The teacher models the processes necessary to complete a problem. Through multiple metacognitive strategies such as think alouds and anchor charts, learning becomes accessible to all students. The benchmarks that will be used to measure academic achievement using the cognitive apprenticeship model are from iReady, Interim Assessments, and TnReady assessments.

Figure 1.3(f): The Empower Memphis Impact- Cognitive Apprenticeship Model

The Empower Memphis Impact	
Accelerate Academic Achievement **Cognitive Apprenticeship Model**	As a result of implementing the Cognitive Apprenticeship Model, ● 80% of all students (K - 8) will achieve at the 75th percentile or higher for their grade level and meet typical growth using iReady assessment in both Math and ELA ● 80% K-2 graders will demonstrate on track/mastered on the ELA and Math Spring Interim Assessments ● 30% of students in grades 3-8 will demonstrate on track/mastered on all TNReady Assessments ● 80% of students who stay with us for at least three consecutive years, will be reading on grade level by the end of the year

Response to Intervention: We believe that data-driven instruction should be at the forefront of making instructional decisions, and for students who are demonstrating the need for intentional and intensive support, that the school should provide that to students. The foundation of an RTI framework is the provision of quality core instruction at

[59] https://files.eric.ed.gov/fulltext/ED613714.pdf

this tier. The curriculum should incorporate concepts of Universal Design for Learning so that all students have access to and can progress in the general education curriculum. Data from universal screeners should be used to identify at-risk students whose progress is then monitored. If progress is not sufficient, those students should receive Tier II supplemental interventions.[60] Response to Intervention is the framework that will drive how we differentiate instruction for students during the core math and reading blocks in grades K-8, and during the What I Need Intervention Block for grades K-8. We will use NWEA MAP and Fastbridges progress monitoring probes to monitor students growth.

Figure 1.3(g): The Empower Memphis Impact- Response to Intervention

The Empower Memphis Impact	
Accelerate Academic Achievement **Response to Intervention**	As a result of implementing Response to Intervention to accelerate academic achievement: ● 75% of Kindergarten & 1st Grade students will meet or exceed their Projected RIT Growth as measured by NWEA Reading Fluency ● 75% of 2nd-8th Grade students will meet or exceed their Projected RIT Growth in Reading as measured by NWEA MAP Growth. ● 75% of Kindergarten-8th Grade students will meet or exceed their Projected RIT Growth in Math as measured by NWEA MAP Growth. ● 50% of ELL students grow two levels on WIDA ACCESS by Spring

Foster Individuality Positive Behavior Interventions and Supports, PBIS will be the framework that is utilized to foster individuality. As mentioned in **Section 1.1** of the application, PBIS implementation involves explicitly prompting, modeling, practicing, and encouraging positive expected social skills across settings and individuals. When students are taught to use relevant expected social skills for themselves effectively, and with others, school climates are described as more positive, learning environments are designated as safer, and student-educator relationships are referred to as more trusting and respectful[61] (PBIS, 2022). PBIS has three tiers of implementation: Tier I, Tier II, and Tier III. Tier I includes establishing school-wide values and expectations to support a sense of safety and inclusion among students and staff, teaching and modeling those expectations within different settings, positively acknowledging students, and having a clear process for responding to behaviors[62]. Our schoolwide values, school expectations, character development curriculum, Leader in Me, and merit and demerit system will be our strategies for implementing Tier I. Tier II practices and systems provide targeted support for students who are not successful with Tier I support alone, approximately 10-15% of the student population. Tier II evidence-based interventions are delivered to groups of students at a time for about 4-6 weeks[63]. Examples of Tier II interventions that will be provided to students are behavior contracts, Check In & Check Out protocols, Social Skills Classes, and Restorative Circles. Lastly, Tier III involves providing individualized interventions for approximately 3-5% of students who do not respond to Tier I or Tier II interventions and supports. Tier III interventions involve the implementation of specialized, one-on-one systems for students[64]. We will provide student support plans to support Tier III of PBIS. More details about how we foster individuality through Positive Behavior Interventions and Supports, PBIS, can be found in **Section 1.10** of the application. To measure PBIS impact at school, we will monitor Powerschool for attendance data and Live School for discipline and merit data. In addition we will utilize climate surveys to monitor overall climate data and Empower 360 effectiveness data.

[60] Using a Response to Intervention Framework to Improve Student Learning (air.org)
[61] https://pbisnetwork.org/resources/introduction-to-swpbis/?gclid=Cj0KCQiAwJWdBhCYARIsAJc4idA8-9n_rNnQzS-dI1rqoW5Gpvn4LAjRaL-NDV1t9L8Yh-38kbDkUQ8aAv47EALw_wcB
[62] https://pbisnetwork.org/resources/introduction-to-swpbis/?gclid=Cj0KCQiAwJWdBhCYARIsAJc4idA8-9n_rNnQzS-dI1rqoW5Gpvn4LAjRaL-NDV1t9L8Yh-38kbDkUQ8aAv47EALw_wcB
[63] https://pbisnetwork.org/resources/introduction-to-swpbis/?gclid=Cj0KCQiAwJWdBhCYARIsAJc4idA8-9n_rNnQzS-dI1rqoW5Gpvn4LAjRaL-NDV1t9L8Yh-38kbDkUQ8aAv47EALw_wcB
[64] https://pbisnetwork.org/resources/introduction-to-swpbis/?gclid=Cj0KCQiAwJWdBhCYARIsAJc4idA8-9n_rNnQzS-dI1rqoW5Gpvn4LAjRaL-NDV1t9L8Yh-38kbDkUQ8aAv47EALw_wcB

Figure 1.3(h): The Empower Memphis Impact- Positive Behavior Intervention and Support

The Empower Memphis Impact	
Foster Individuality **Positive Behavior Intervention and Support**	As a result of utilizing Positive Behavior Intervention and Supports to foster individuality: ● Goal 1: Empower Memphis Career and College Prep will meet an average daily attendance rate of 96% or more ● Goal 2: Less than 5% of enrolled students will miss more than 10% of school ● Goal 3: Attrition rate is less than 5% from year to year ● Goal 4: 80% of families indicate satisfaction on semester climate surveys ● Goal 5: 80% of students earn PBIS incentives each week.. ● Goal 6: 80% of students indicate satisfaction with Empower 360 club options.

Cultivate Career Mindsets

We will offer a Career Exploration course will extensively study career clusters, specific careers within the cluster, local educational programs that students may attend, and local job opportunities where we can visit to gain further exposure to the available careers. We will offer a Personal Finance class where students will learn about banking, savings, and investing. In addition, students will learn how to develop budgets based on the profession of study for the week.

The Empower Memphis Impact	
Cultivate Career Mindsets **Career and Technical Education**	As a result of the implementation of career exploration through Career and Technical Education, we will meet the following goal: Goal 1: By year 9, 100% of Kindergarten students who remain with us through eighth grade, will be able to: ● Study 9 Career Clusters ● Participate in 9 Interview Practice Sessions ● Attend 9 Career Fairs and Wax Museums ● Participate in 10 days of internships ● Study 72 professions ● Develop 72 budgets

Academic Benchmarks Our instructional goals are guided by TN Academic Standards. Our primary metrics for achievement and growth will be NWEA MAP Assessments for grades K-8, iReady Assessments for grades K-8, and EOY TNReady assessments for grades 3-8. The Academic Performance Standards section of the application, **Section 1.4,** will provide further detail on the goals that will be measured. Formative bi-weekly assessments will be used to monitor student mastery of grade-level standards. Quarterly Interim Assessments will be administered to all students to measure mastery of learning for the quarter. To measure the progress of students who have been identified as Tier II and Tier III, weekly and bi-weekly progress monitoring probes will be administered through Fastbridges to monitor students' rate of improvement from interventions that are being provided to students during the WIN intervention block.

(c) Characteristics of the academic plan.

The characteristics of the academic plan are aligned to our three key elements of our mission- accelerate academic achievement, foster individuality, and cultivate career mindsets. For each key element, we identified instructional methods and philosophies that support our ability to fulfill our mission.

Figure 1.3(i): Key elements to our mission

Cognitive Apprenticeship Model: The Cognitive Apprenticeship model is a constructivist approach to teaching and learning. Constructivism is the theory that says learners construct knowledge rather than just passively take in information. As people experience the world and reflect upon those experiences, they build their representations and incorporate new information into their pre-existing knowledge (schemas).[65] The Cognitive Apprenticeship model requires the use of metacognitive strategies to support thinking. Through a cycle of modeling, coaching, scaffolding, articulation, reflection, and exploration, students build problem solving and critical thinking skills with reduced support from their teacher.

Planning for Cognitive Apprentice Model requires teachers to do the following:

1. Modeling: Identify the complex text or task that teachers plan to model instruction, through the use of metacognitive thinking strategies. Questions for modeling how to solve problems should reflect Depth of Knowledge of 3 or 4, higher order thinking skills. Teacher's script or use pre-developed think aloud that will be used to model instruction. Teachers identify and/or create graphic organizers and anchor charts to make thinking visible.
2. Coaching and scaffolding: Teacher identifies problems and tasks that reflect the modeled problem that students will complete.
3. Exploration: Teachers identify problems that students will complete to extend their learning.

Metacognitive strategies: Metacognition is the process of thinking about one's own thinking and learning. The strategies that will be used to support metacognitive thinking are think-alouds, anchor charts, Board=Paper, graphic organizers, and Think, Pair, Share. **Think-alouds** have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing their actions as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text**. Anchor charts** build a culture of literacy in the classroom, as teachers and students make thinking visible by recording content, strategies, processes, cues, and guidelines during the learning process. Posting anchor charts keeps relevant and current learning accessible to students to remind them of prior learning and to enable them to make connections as new learning happens. **Board=Paper**, is a Teach Like A Champion technique in which students learn how to take notes and retain a record of their knowledge. Teachers create an overhead mirror image of the graphic organizer you give students to take notes on. A graphic organizer is a visual communication tool that uses visual symbols to organize information. A graphic organizer often depicts the relationships between facts, terms, and or ideas within a learning task. It is often referred to as a "map" because it can help teachers and students "map out" their ideas visually. Lastly, **Think-pair-share** (TPS) is a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading. This strategy requires students to (1) think individually about a topic or answer a

[65] Constructivism - Office of Curriculum, Assessment and Teaching Transformation - University at Buffalo

question and (2) share ideas with classmates. Discussing with a partner maximizes participation, focuses attention, and engages students in comprehending the reading material.

Modeling Examples: The Cognitive Apprenticeship model should only be used on the most complex portion of text or a lesson. Examples of how teachers will model for students complex text and tasks as the initial phase of the cognitive apprenticeship instructional model are below:

- **Reading and Social Studies:** In ELA and Social Studies, modeling focuses on how to formulate questions, summarize texts, make predictions on what will come next, and clarify difficulties with a text. Initially, the teacher will explicitly model the process using think-alouds and cues to make thinking visible to students. **Reading and Social Studies Modeling Think Aloud Example:** "*Today we will use "The Twelve Labors of Hercules" and determine textual evidence to identify theme. Good readers use evidence to determine the theme. A theme is a life lesson, moral, or the story's lesson. Sometimes it is stated when the author tells what the theme is and sometimes it is implied, and you have to use the characters and events to determine the theme. Common themes in stories include Friendship, Compassion, and to Never give up. There are 3 themes that are stated or implied in the story. They are strength, anger, and jealousy. Strength refers to how strong Hercules is. Anger means to be mad or upset. Jealousy means to not like someone because of what they have or how they look. I will read the first paragraph and write any evidence for the stated three themes. Please follow along as I read the text. 'After killing his family in an insane rage induced by Hera, Hercules went to Eurystheus, the king of Mycenae, and offered to be his slave. He was prepared to accept the most difficult tasks as punishment for his crime. Eurystheus invented twelve tasks, known as the Twelve Labors. They were all nearly impossible to accomplish, even for the strongest man on earth.' My three themes to write evidence for are strength, anger, and jealousy. I know that rage means anger. Therefore, the sentence 'After killing his family in an insane rage induced by Hera, Hercules went to Eurystheus, the king of Mycenae, and offered to be his slave' is evidence to justify the theme being anger. I will write this sentence in my graphic organizer as evidence for anger. I also see that Hercules was the strongest man on earth in the sentence that says, 'They were all nearly impossible to accomplish, even for the strongest man on earth.' Therefore, I will write this sentence in my graphic organizer as evidence for strength."*[66]
- **Math:** In Math, modeling should be used on complex word problems that may require multiple processes to arrive at the final answer**. Math Modeling Think Aloud Example:** *"The strategy I am going to use today is estimation. I am going to think aloud as I estimate the number of pencils in our school. I want you to listen and jot down my ideas and actions. Hmmmmmm. So, let me start by estimating the number of students in the building. Let's see. There are 5 grades; first grade, second grade, third grade, fourth grade, fifth grade, plus kindergarten. So, that makes 6 grades because 5 plus 1 equals 6. And there are 2 classes at each grade level, right? So, that makes 12 classes in all because 6 times 2 is 12. Okay, now I have to figure out how many students in all. Well, how many in this class? [Counts.] Fifteen, right? Okay, I'm going to assume that 15 is average. So, if there are 12 classes with 15 students in each class, that makes, let's see, if it were 10 classes it would be 150 because 10 times 15 is 150. Then 2 more classes would be 2 times 15, and 2 times 15 is 30, so I add 30 to 150 and get 180. So, there are about 180 students in the school. I also have to add 12 to 180 because the school has 12 teachers, and teachers use pencils, too. So that is 192 people with pencils."*[67]
- **Science Modeling Think Aloud Example:** "*Bonds between water molecules have to be broken when they go from ice (solid) to water (liquid) to water vapor (gas) state. Breaking bonds requires energy, so in this process, heat is absorbed from the surroundings. That means these reactions are endothermic in nature. I'm going to reread this same paragraph while I think aloud. As I think aloud, I'm going to tell you exactly how I'm making sense of this text so that you can understand the comprehension processes that I'm using. "I'm getting the sense that it's important to understand that when water changes states, the bonds that connect the molecules are broken. I now understand that heat is involved when those bonds are broken. The author is telling me that endothermic means a process where heat is absorbed."*[68]

Coaching, Scaffolding, Articulation, Reflection, Exploration: Once modeled, the teacher shifts from lead teacher to coaching students on developing good questions, offering prompts and feedback on their efforts. The teacher provides scaffolds to students to enable them to take on a portion of the task that they can do independently. As

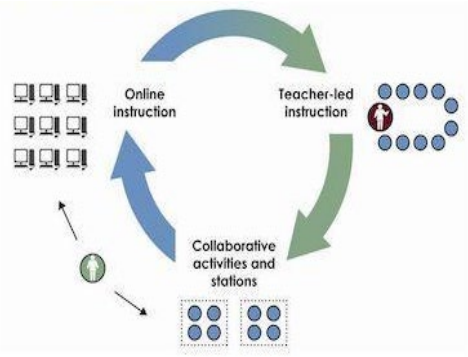
[66] Sample Cornerstone Prep Lesson
[67] https://www.ezymathtutoring.com.au/blog/using-think-aloud-method/
[68] https://www.middleweb.com/37253/teacher-think-alouds-work-in-every-subject/

students become proficient in a skill, teacher support becomes minimal. Students can reflect on their ability to respond to questions or tasks by comparing their progression through the process to their results or comparing responses with a classmate. Finally, during exploration, students can respond to similar questions or tasks with minimal support from their teacher.

Figure 1.3(j): The Empower Memphis Impact-Cognitive Apprenticeship Model

The Empower Memphis Impact	
Accelerate Academic Achievement **Cognitive Apprenticeship Model**	As a result of implementing the Cognitive Apprenticeship Model, ● 80% of all students (K - 8) will achieve at the 75th percentile or higher for their grade level and/or meet typical growth using iReady assessment in both Math and ELA ● 80% K-2 graders will demonstrate on track/mastered on the ELA and Math Spring Interim Assessments ● 30% of students in grades 3-8 will demonstrate on track/mastered on all TN Ready Assessments ● 80% of students in third grade who have stay with us for at least two consecutive years will be reading on grade level by the end of the year

Figure 1.3 (k): WIN small groups



Response to Intervention The implementation of interventions and targeted support will occur during the WIN intervention block. The WIN intervention block intends to provide small group instruction that Tier and instructional needs differentiate. Using the tiering process, as identified in **Section 1.9** of the application, students are assigned to a specific teacher that reflects their instructional tier to engage in a workshop method of instruction in small groups. Each child will receive teacher-led instruction, personalized online instruction, collaborative or independent workstations, or research-based intervention. Teacher-led instruction will focus on the explicit instruction of students in Math or Reading. Teacher-led instruction during small groups enables the reduction of the teacher-to-student ratio. As a result, teachers can provide targeted differentiated instruction to small groups of students. Independent workstations provide students with additional practice on targeted skills. Finally, targeted, personalized online instruction provides students with targeted lessons and activities that support individual students' needs. Students receive 20 minutes of instruction within each station for one hour of targeted support.

WIN ELA During the WIN ELA block, the teacher-led group will provide guided reading using leveled readers based on students' stage in reading development: pre-reading/emergent readers, early readers, progressive readers, transitional readers, and fluent readers, as well as their Lexile Level. Reading skills are necessary to advance to the next Lexile or stage of reading development. The online personalized program will derive from iReady; based on the student's diagnostic, individualized learning paths will be developed for each student in Reading. Students who are identified as Tier II or Tier III will receive research-based intervention by either an Academic Success Coach or Teacher's Assistant in either Phonics/Phonological Awareness or Fluency. For students who are Tier I, they will either complete MAP activities based on skills identified on their Learning Continuum or independent reading activities.

Figure 1.3(l): WIN ELA Small Groups

	Teacher-Led: Reading Comprehension	Online Personalized Instruction	Independent Station/Additional Intervention
Tier I	Reading Comprehension using leveled readers	iReady Reading	Independent Reading/Map Skills
Tier II	Reading Comprehension using leveled readers		Phonics/Phonological Awareness/Fluency Intervention
Tier III	Reading Comprehension using leveled readers		Phonics/Phonological Awareness/Fluency Intervention

WIN Math During the WIN Math block, the teacher-led group will focus on providing small group instruction on skills that support students' mathematical needs as identified from NWEA MAP and iReady results. Below describes the learning experiences that students will have during the WIN Math block.

Figure 1.3(m): WIN Math Small Groups

	Teacher-Led: Math Skills	Online Personalized Instruction	Independent Station/Additional Intervention
Tier I	Math skills aligned to standard of the week	iReady Math	Map Skills
Tier II	Math skills aligned to standard of the week		Math Fluency
Tier III	Math skills aligned to standard of the week		Math Fluency

Figure 1.3(n): Empower Memphis Impact-Response to Intervention

The Empower Memphis Impact	
Accelerate Academic Achievement **Response to Intervention**	As a result of implementing Response to Intervention to accelerate academic achievement: • 75% of Kindergarten & 1st Grade students will meet or exceed their Projected RIT Growth as measured by NWEA Reading Fluency • 75% of 2nd-8th Grade students will meet or exceed their Projected RIT Growth in Reading as measured by NWEA MAP Growth. • 75% of Kindergarten-8th Grade students will meet or exceed their Projected RIT Growth in Math as measured by NWEA MAP Growth. • 50% of ELL students grow two levels on WIDA ACCESS by Spring

Student-Centered Coaching Student-Centered Coaching involves using student data to support teacher development through coaching cycles. At Empower Memphis Career and College Prep, there will be four coaching cycles throughout the year that are grounded by the work of the first semester. Quarter One's coaching cycle, "Establishing a Culture of Learning," will focus on the strategies necessary to build community and positive culture in the classroom. Quarter Two's Coaching Cycle, "Push Academic Thinking," will focus on how we help students to elaborate and justify critical ideas. At the onset of the coaching cycle, the leadership team will meet with the Lead Founder/CEO to norm on expectations during their Leadership Team Meeting. The norming sessions involve reviewing the standards from the TEAM Rubric that align to the coaching cycle, watching 10-15 minutes of high-quality instructional videos that are aligned to the coaching cycle, individually evaluating the performance of the teacher using the TEAM rubric, and then collectively sharing out scores as a group to discuss the scores and the rationale. The Lead Founder/CEO will facilitate the discussion of the scores by asking probing questions that include justifying the scores using evidence from the video. Once normed, the Lead Founder/CEO and Leadership Team will identify the instructional techniques from "Teach Like A Champion" techniques and their impact on student understanding. Finally, the Lead Founder/CEO will remind the Leadership Team of the next steps, including a schoolwide walkthrough the following week to capture trends in the area of focus and determine the areas of strengths and opportunities. The schoolwide walkthrough will consist of members of the Leadership Team and the Lead Founder/CEO. Each leader will be assigned to 1-2 teachers to observe the classroom, focusing on the identified TEAM standards from the coaching cycle. Once the walkthrough is complete, the Leadership Team and the Lead Founder/CEO will debrief on observations, identifying schoolwide and individual teacher trends. The schoolwide trends that are aligned with the TEAM rubric and "Teach Like A Champion" techniques will be the focus of Friday's Professional Development for the staff. The Head of Schools will lead the Friday Professional development session, using the same facilitation moves used during the Leadership Team Norming Session: Overview of the coaching cycle, reviewing the standards from the TEAM Rubric that align to the coaching cycle, watching 10-15 minutes of a high-quality instructional video, individually evaluating the performance of the teacher using the TEAM rubric, and then collectively sharing out scores as a group to discuss the scores and the rationale. Finally, the Head of School will discuss the trends from the walkthrough and state the school's focus based on the coaching cycle. From there, the Head of School will identify the Teach Like A Champion technique(s) that will be used, and teachers will use the remaining time to find opportunities within their lesson plans to include the technique and then practice using it with their peers. The following week, each member of the Leadership Team will meet with individual teachers to discuss their coaching plan that involves the schoolwide trend focus and any individualized coaching that may be desired. The coaching plan includes the leader and teacher discussing student learning goals, instructional practices teachers will implement, and the coaching strategies the coach will utilize. The coaching plan, as seen in **Figure 1.3(o)** serves as the live document that will be used throughout the coaching cycle to support student and teacher success.

Figure 1.3(o): Coaching Plan

Results-Based Coaching Tool

Coach Name:	Teacher Name(s):
Dates of Coaching Cycle:	Coaching Focus(Grade/Subject/Content):

Standards-Based Goal What is the goal for student learning?	Instructional Practice What instructional practices will help students reach the goal?	Instructional Coaching What coaching practices were implemented during this coaching cycle?	Teacher Learning As a result of the coaching, what instructional practices are being used on a consistent basis?	Student Learning How did student achievement increase as a result of the coaching?
Students will... Standard(s): Learning Targets: Baseline Data: Where are the students now? Students | # | % Emerging Developing Meeting Exceeding How do we know? As measured by the following formative assessment:	Teacher(s) will...	Coach will... ☐Analyze student work ☐Collaborate to set goals ☐Collect student evidence during the class period ☐Co-teach ☐Create learning targets ☐Plan collaboratively with teacher(s) ☐Share learning to build knowledge of content and pedagogy Other:	Teacher is....	In relation to the goal, students are... Post Assessment Data: Where are the students now? Students | # | % Emerging Developing Meeting Exceeding How do we know? As measured by the following formative assessment: Follow-up plan for students who did not reach the goal:

© *Student-Centered Coaching: The Essential Guide* by Sweeney and Harris (Corwin, 2020)

Figure 1.3(p): Empower Memphis Impact-Student Centered Coaching

The Empower Memphis Impact	
Accelerate Academic Achievement **Student-Centered Coaching**	As a result of implementing Student-Centered Coaching: ● 80% of K-2 students will demonstrate on track/mastered on the ELA and Math Spring Interim Assessments ● 30% of students in grades 3-8 will demonstrate on track/mastered on all TNReady Assessments ● 90% of teachers are retained from year to year ● 80% of staff indicate satisfaction on semester climate surveys

Positive Behavior Intervention and Supports

As part of our mission to foster individuality, we believe in providing a safe and positive learning environment that allows students to feel seen and heard. We believe applying the Positive Behavior Intervention and Supports (PBIS) framework will create this structure. An element of PBIS is to teach students behavior expectations and provide social-emotional development. Our Eagle Habits, will derive from The Leader in Me[69]. The Leader In Me is the social-emotional, leader, and character development curriculum that will be used to meet these expectations. Each student will receive twenty-minute lessons during their morning meeting every day. The Leader In Me curriculum focuses on 7 Habits that help students learn and apply communication, collaboration, critical thinking, creativity, and social-emotional skills.[70] We have aligned these seven habits to our core values and expectations of Responsible, Respectful, and Reflective; further description can be found in **Section 1.10** of the application. Within The Leader in Me, the seven habits have been placed into three categories, habits for leading yourself, habits for leading others, and habits for renewal and contribution.

Leading Yourself The habits for leading yourself are Habit 1: Be Proactive, Habit 2: Begin With the End in Mind, and Habit 3: Put First Things First.[71] Habit 1, be proactive, teaches students that "proactive people choose their way and take responsibility for the results." Ways to be proactive include taking initiatives to make things happen, seeing alternatives, not roadblocks, and focusing on solutions. Habit 2, beginning with the end in mind, teaches students that "people who begin with the end in mind have a plan."[72] Ways to begin with the end in mind include setting short-term and long-term goals and planning the steps that are needed to reach those goals. Lastly, Habit 3, put first things first, teaches students to "organize their time around the most important things and eliminate the unimportant things."[73]

Leading Others The habits for leading others include Habit 4: Think Win-Win, Habit 5: Seek First to Understand, Then be Understood, and Habit 6: Synergize. Habit 4, think win-win, teaches students that there is "plenty for everybody and that one person's success is not achieved at the expense of others."[74] Ways to Think Win-Win include seeking alternative solutions when conflict arises. Habit 5, seek first to understand, then be understood teaches students to "try to completely understand another person before presenting their own point of view."[75] Ways to Seek First to Understand, Then be Understood include listening to other people's ideas and feelings and trying to see things from other people's viewpoints. Lastly, Habit 6, synergize, teaches students to "understand that everyone has unique talents and that the whole is greater than the sum of its parts[76]." Ways to synergize include getting along well with others, even people who are different, and working well in groups.

[69] https://www.franklincovey.com/solutions/education/tlim/
[70] https://www.franklincovey.com/solutions/education/tlim/
[71] https://www.franklincovey.com/solutions/education/tlim/
[72] https://www.franklincovey.com/solutions/education/tlim/
[73] https://www.franklincovey.com/solutions/education/tlim/
[74] https://www.franklincovey.com/solutions/education/tlim/
[75] https://www.franklincovey.com/solutions/education/tlim/
[76] https://www.franklincovey.com/solutions/education/tlim/

Renewal and Contribution Finally, the habit for renewal and contribution includes Habit 7: Sharpen the Saw, which teaches students to find time for themselves because it will give them the ability to do everything else. Ways to Sharpen the Saw include taking care of your body by eating right, exercising, and getting sleep.

All lessons begin with a five-minute reflection where students are asked questions that are connected to the habit for the week. For example, for Think Win-Win, students are asked how they show respect for others and what is one promise that was made that was hard to keep. Students are asked to share their responses with the entire class. The teacher will then move forward with explaining what the habit is and read a story that further explains the habit through the actions of the characters. Throughout the story, students are asked questions that reflect the characters' choices and how they would respond if they were in the story. Lastly, students are given a challenge to reflect on the habit that was studied for students to complete within a day or a week.

Implementing The Leader in Me curriculum will help students learn more about themselves and accept others. As a result, this will create a safe learning environment in which students want to come to school every day and return year after year.

Figure 1.3(o): Empower Memphis Impact-Positive Behavior Intervention and Supports

The Empower Memphis Impact	
Foster Individuality **Positive Behavior Intervention and Supports**	Goal 1: Empower Memphis Career and College Prep will meet an average daily attendance rate of 96% or more Goal 2: Less than 5% of enrolled students will miss more than 10% of school Goal 3: Attrition rate is less than 5% from year to year Goal 4: 80% of families indicate satisfaction on semester climate surveys Goal 5: 80% of students earn PBIS incentives each week.. Goal 6: 80% of students indicate satisfaction with Empower 360 club options.

Career and Technical Education As indicated in **Section 1.1(a)**, the crux of Empower Memphis Career and College Prep's mission is to provide a career and technical education school that cultivates career mindsets as early as Kindergarten. "Career development should not be reserved solely for those who simply want to enter the workforce right after high school, but for all students and early enough so that they can begin to make informed decisions about coursework throughout their educational experiences." (Vivianom 2015)[77]. We believe that Career Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners[78], Belief 6. We must begin exploring careers at Kindergarten for students to be aware of the options available for employment.

Learning Environment At Empower Memphis Career and College Prep, we will create learning experiences that bring career exploration to life. As soon as students enter Empower Memphis Career and College Prep, they will immediately see images of professions that reflect students' race and cultural backgrounds within Orange Mound and South Memphis communities. As students walk throughout the building, class names will reflect the names of local, national, and international businesses representing the grade level's career cluster. For example, in kindergarten, you may see class names, such as AutoZone and Memphis International Airport, to reflect Kindergarten's cluster of study, Transportation. The 'hub' of the school, the Career Exploration classroom, will have murals reflecting the career clusters we plan to study all over the walls. At the center of the classroom will be at least 25 stationary computers for students to use during their Career Exploration Class. Around the edges of the classroom, you will find bookcases filled with leveled texts of various topics and genres. Additional seating will be available so the space can be used to host parent workshops.

[77] https://www.acteonline.org/wp-content/uploads/2018/05/Techniques-May2015-CareerDevelopmentGradesK-6.pdf
[78] Advance, CTE, 2018, https://careertech.org/cte

Career Exploration The Tennessee Department of Education has identified various middle school career and technical education courses, including Career Awareness, Career Exploration, and Career Advising and Planning. "Career Awareness is an introductory course " designed to build foundational knowledge of career opportunities through (a) examining key characteristics evident in successful leaders; (b) connecting academic aptitude and personal strengths to postsecondary and career success; and (c) bringing awareness to career availability in various contexts." Career Exploration is a course "designed to reinforce previous career awareness and strategically explore a wide range of career options through (a) engaging in self-reflection and intentional goal setting by using a career assessment tool; (b) analyzing academic strengths and progress; (c) researching postsecondary options and the requirements for various career sectors; and (d) identifying coursework, extracurricular activities, and experiences that can support career exploration." Lastly, Career Advising and Planning is a course designed to show mastery of strategic career advising and planning through: (a) articulating personal academic strengths and applying them to specific career and education requirements; (b) evaluating career options based on the alignment of skill sets, academics, and personality; (c) understanding the components of postsecondary financing education and beyond; and (d) engaging in experiential learning that can support career advising and planning." [79]

The course objectives and standards of Career Awareness, Career Exploration, and Career Advising and Planning are interwoven into the Career Exploration class that Empower Memphis Career and College Prep intends to offer. The Career Exploration class will be a nine-week course in which students "explore available occupations and career fields using various sources." Each grade level is assigned to a specific career cluster, exhibited in **Figure 1.3 (p).** Each week students will learn about a different profession within the career cluster of their grade level. Students will study and research the position expectations and educational requirements and complete tasks aligned with the career. The last week of the course, "A Day in the Life," focuses on students using what they learned about each profession and applying it to real-world contexts. While students in grades K-4, 6th, and 7th, participate in mock interviews and a simulation of a work experience based on their profession of choice, students in 5th and 8th grade will participate in internships based on their grade level's career cluster. At the end of the course, students will complete a survey to indicate their interest in the career cluster. The survey and course materials will be placed in the student's portfolio.

Figure 1.3(p): Empower Memphis Career Clusters

Grade	Cluster	Careers	Education	Local Businesses
K	Transportation	CDL Driver, Pilot, Dispatcher, Conductor	Delta Technical College; Downtown Aviation; the University of Memphis-Southeast Transportation Workforce	Sysco, AB Jets, Dunavant Sea Lane Express, AutoZone, Memphis International Airport
1	Education and Training	Early Childhood Careers, Teacher, Administrator, Superintendent, Professor	University of Maryland, Memphis Teacher Residency, Lemoyne Owen	Porter Leath, University of Memphis, Memphis Shelby County Schools, Charter Schools, Private Schools
2	Agriculture, Food, Natural Resources	Chef, Farmer, Grain Handler Technician,	Urban Agriculture Academy, University of Memphis- Agriculture, Southwest Community College	Raintree Equestrian Center, Farm Credit Mid America, Mid South Ag. Equipment Inc
3	Architecture/ Construction	Carpenters, Architects, Civil Engineers, Real Estate Agents	University of Memphis-Architecture, Memphis Real Estate School, Tennessee College of	ANF Architects, Crye Lake Realtors, McCabe Construction

[79] https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-middle-school-cte-coursework.html

			Applied Technology	
4	Government and Public Administration	Mayor, Court Clerk, Military	University of Memphis-Public Administration,	Shelby County Government, Deloitte
5	Arts, Audio/Video Technology and Communications	Radio Host, News Reporter, Social Media Manager, Fashion Designer	University of Memphis-Department of Communications; Southwest Community College, Ethridge and Associates Communication Specialists	Entercom Communications, The Commercial Appeal, Urban Chic Media
6	STEM Explorers	Web Designer, 3D Animator, Database Administrator	Tennessee College of Applied Technology, Moore Technology, University of Memphis	General Dynamics Information Technology, Buckman Laboratories, Midlance Company
7	Hospitality and Tourism	Cruise Ship Staff Front Desk Agent Event Planning Manager	Kemmons Wilson School of Hospitality & Resort Management-University of Memphis	Hyatt Centric Memphis Disney Cruise Ship
8	Health Science	Dental Hygienist, Occupational therapy assistant, Physical therapy assistant, respiratory therapist, surgical technician	UT Health Science Center, Strayer College, University of Memphis Science Center	CIOX Health, Baptist Memorial Hospital, Pinkston Charles F DDS

Personal Finance At Empower Memphis Career and College Prep, we believe that learning about financial literacy at an early age is essential to students' financial success. As a result, we will offer a Personal Finance class as one of our electives, beginning in year five of operation. In Tennessee, The Personal Finance Course is typically offered in high school. The Tennessee Department of Education states that the Personal Finance course is designed "to inform students about how individual choices directly influence occupational goals and future earnings potential. Real-world topics will include income, money management, spending, and credit, as well as saving and investing."[80] The impact of students' participation in a Personal Finance or Financial Literacy course is longstanding. "When kids take financial literacy classes, they learn the basics of budgeting, saving, and debt management. This education provides a strong foundation they can build on as adults and helps them avoid lifelong money problems, setting themselves on a path toward success early on," (Camberator, 2021).[81]

> "When kids take financial literacy classes, they learn the basics of budgeting, saving and debt management. This education provides a strong foundation they can build on as adults and helps them avoid lifelong money problems, setting themselves on a path toward success early on."
> *Joe Camberator*
> *Forbes Councils Member*

The National Standards for Financial Literacy suggest that students "should weigh the cost of education and the income they want from their careers." At Empower Memphis Career and College Prep, in addition to learning about

[80] https://www.tn.gov/education/instruction/academic-standards/personal-finance-standards.html
[81] https://www.forbes.com/sites/forbesfinancecouncil/2022/10/11/should-schools-teach-financial-literacy-classes/?sh=4765bdd34633

budgeting and savings, students will learn about financial planning from the perspective of the profession being studied in the grade level's career exploration. For example, in third grade, students will study the career cluster Architecture and Construction. In the Career Exploration class, students will learn about the role of a Civil Engineer, the educational requirements, the average salary, and complete tasks that reflect the responsibilities of this profession. In the Personal Finance class, students will utilize the salary of the Civil Engineer to create a financial future map that includes a plan for their education, household budgets, and living expenses. Students will research the cost of living within Memphis and make comparisons and recommendations of how Civil Engineers may spend their salary. After weeks of analyzing the salary wages of each profession of study, the students will identify the profession that resonates with them based on their aspirations for the future.

Empower 360 Results from Nyamwange's study of career choice selection concludes that "having prior knowledge about a career is important to developing and nurturing interest in the career. Prior knowledge prepares an individual for the conditions of obtaining a career and whether one will decide to enter a career from the point of knowledge."[82] Empower 360 intends to allow students to explore their interests and talents, develop new skills, and succeed beyond the classroom. We recognize that after-school programs are often difficult for student participation due to after-school responsibilities and access to transportation. We structured Empower 360 during the school day on Fridays, allowing all students access to unique learning opportunities that tap into their interests. At the beginning of the school year, we will ask parents and students to complete an Empower 360 form that identifies the club choice they will be interested in. Each club expects that within the 7-8 weeks of club time, students will be able to create a product that will be shared during the Empower 360 showcase. As part of the presentation during the Empower 360 showcase, students will communicate their final product, the lessons they learned while completing the final product, and possible careers that learning this skill would support. **Figure 1.3 (q)** identifies the club options that students may have access to.

Figure 1. 3(q): Empower Memphis Projected Club Options

Club Name	Description	Example Product	Connection to Career
Art Club	Students will create works of art using a variety of materials.	Self Portraits Comic Strips	Art Director Graphic Designer Animator
Code Crew	In partnership with Code Crew, students will learn about JavaScript , Python, and Mobile App Development.	Create an App	Software Engineer Coding Specialist Application Developer
Entrepreneurship Club	Students will learn about how to create a business and will create a business plan based on an identified personal, school or community need.	Business Plan Community Service Project	Strategic Planner Financial Planner Chief Executive Officer
Farm to Table Gardening Club	In partnership with UT Agriculture, Letter of Support is attached; students will learn about crops, gardening and foods that can be made from the crops they grow.	Tomato Garden Fresh Bread Menu	Agricultural Engineer Chef Food Chemist
Girls with Pearls/Guys with	This is a leadership group that focuses on teaching students about self-image and	Self-Image Campaign	Counselor

[82] Nyamwange, J. (2016). Influence of Student's Interest on Career Choice among First Year University Students in Public and Private Universities in Kisii County, Kenya. *Journal of Education and Practice, 7*, 96-102.

Ties	interpersonal skills.	Core Values Campaign	Educator Life Coach
Knowledge Bowl	Are you smarter than a 3rd grader? Students will work in groups to research and solve cross-curricular problems.	Word Problems Constructed Responses	Researcher Attorney Professor
Radio Station Club	Students will practice communication skills and will develop and record a podcast or tv segment based on a topic of their choice.	Podcast or TV Segment	Newscaster Radio Host Journalist
Theater Club	Students will create a screenplay based on a topic of their choice or reenact a screenplay of their choice.	Screenplay	Director Actor or Actress Writer

During summer professional development, staff will sign up for the club that they would like to lead. If there is a club that teachers are passionate about, they will inform the HOS of the club idea for approval. The clubs will have no more than 20 students in each club. We will also contact local organizations such as the YMCA, SOS Builds, Code Crew, and Dance Collage as additional support. Clubs led by outside partners will last for two quarters. As we continue to grow, we plan to add additional partners to provide students with a robust learning experience.

Events In addition to the "Day in the Life" culminating activities for the Career Exploration course, two additional events will occur at Empower Memphis Career and College Prep that support our mission to "cultivate career mindsets." We will host a full-day Career Fair and Wax Museum at the end of the first semester. We will seek out various professions within Memphis that reflect the pathway of study to present to students about their journey in the field. We will also identify at least two students per grade level to serve as statues for the Career Wax Museum. Students dress like their profession of choice and explain their role, educational requirements, and impact on the community. The first half of the Career Fair and Wax Museum will be the Career Fair, where volunteers will present to each. During the last half of the event, classes will follow their schedule to visit the Career Wax Museum. The final event, which will occur at the end of the school year, is the "Tour Around the City". Each grade level will be assigned a day for their Tour Around the City. Students will be able to not only visit businesses that reflect their career cluster but also local institutions that support the cluster's pathway.

Figure 1. 3(r): Empower Memphis Impact-Career and Technical Education

The Empower Memphis Impact	
Cultivate Career Mindsets **Career and Technical Education**	As a result of the implementation of career exploration through Career and Technical Education, we will meet the following goal: Goal 1: By year 9, 100% of Kindergarten students who remain with us through eighth grade, will be able to: ● Study 9 Career Clusters ● Participate in 9 Interview Practice Sessions ● Attend 9 Career Fairs and Wax Museums ● Participate in 10 days of internships ● Study 72 professions ● Develop 72 budgets

(d) Current Research.

The effectiveness of the academic plan and our decision to utilize the cognitive apprenticeship approach, response to intervention, positive behavior intervention and support, and career technical education are supported through research that has been included throughout the application. We believe these evidenced-based practices will yield similar results when implemented in Empower Memphis Career and College Prep. Additional research and data that support the instructional design can be found in this section.

Cognitive apprenticeship Educators have implemented the Cognitive Apprenticeship approach with positive results in a broad range of educational settings from kindergarten to 12th grade and beyond (Dennen & Burner 2008)[83]. Most research findings on cognitive apprenticeship stress the effectiveness of the approach to instruction. The benefits of Cognitive Apprenticeship application for classroom instruction include encouraging authentic activity and assessment and, thus, greater levels of retention and transfer, motivating and engaging learners in higher-order cognitive reasoning/thinking, making thinking visible and enhancing metacognitive skills, and facilitating learning-through-guided experience. (Imiere, 2019).[84]

Response to Intervention Response to Intervention is a three-tiered instructional framework in which the intensity of support increases from one level to the next. Tier I instruction is provided to the whole class in which students receive on grade level rigorous instruction. For students who are not making progress with Tier I instruction, Tier II intervention is provided through small groups in addition to Tier I instruction. For students who need additional support beyond Tier I and Tier II intervention, Tier III intervention will be provided as the most intense support. Tier III can include small group instruction or more individualized lessons.

Empower Memphis Career and College Prep intends to use the Response to Intervention framework to provide differentiated and targeted instruction for all students. The decision to implement Response to Intervention resulted from the studies that support the effectiveness of this framework and improved achievement for students of color, low socio-economic status, and ELL students. Several studies conducted by the National Reading Panel and the National Mathematics Advisory Panel have found that the quality of the curriculum and the explicitness of the instruction led to improved student learning and reduced future student failures[85].

Another study conducted by Gardenhour (2016),[86] studied student achievement results of students in Response to Intervention groups. Seven hundred and fifteen students in 8 schools in an Upper East Tennessee school system participated in the study as they received reading and math intervention and instruction. Results from the study showed positive gains in student achievement due to the fidelity of Response to Intervention. Additional study results include the following:

1. Students in groups with a higher level of fidelity of implementation had higher scores on progress monitoring assessments.
2. Results indicated that students in all reading groups within the RTI program made gains and that those in the basic reading and comprehension groups made significant gains.
3. Results indicated that students in all math groups within the RTI program made significant gains.
4. Students from lower socioeconomic groups made significant gains in intervention, gaining more than 20 percentile points during their time in intervention.
5. Both ESL and non-ESL students made gains. This is a very significant finding because it means English Language Learners in this RTI program have their needs met at basically the same level as

[83] Dennen, Vanessa P. and Kerry J. Burner. 2008. "The Cognitive Apprenticeship Model in Educational Practice." In Handbook of Research on Educational Communications and Technology, edited by J. Michael Spector, M. David Merrill, Jeroen Van Merrienboer, and Marcy P. Driscoll. 3rd ed., 425-439. New York: Lawrence Erlbaum Associates

[84] AN APPLICATION OF COGNITIVE APPRENTICESHIP TO PHILOSOPHY INSTRUCTION Emmanuel Imiere. August, 2019

[85] National Mathematics and Reading Advisory Panels

[86] Gardenhour, Allison L., "Student Achievement in Response to Intervention Groups" (2016). Electronic Theses and Dissertations. Paper 3009. https://dc.etsu.edu/etd/3009

students who are not receiving ESL services.[87]

Student-Centered Coaching Student-centered coaching (SCC), uses a set of practices in which the conversation is firmly rooted in student learning. As a result, teachers believe that the dialogue does not aim to judge their teaching performance but their students' learning. To ensure that students have met all the required standards, the coach and teacher design and implement instruction together as partners (Sweeney, 2011).[88] The qualitative data collected from teachers and coaches revealed useful information about the SCC model, its implementation, and its impact on teachers' professional development. First, the study's findings indicated that SCC effectively changed teacher practice and ultimately impacted student learning. The model was found to change the way coaches positively support teachers effectively. That is, the SCC helped transform their coaching roles and practices from an expert judging and evaluating teachers' performance to equal collaborators of teachers responsible for helping them focus on their students' learning. This dramatic change in their roles and practices resulted in coaches' having a non-threatening, collaborative relationship with teachers and supporting them in looking at their teaching practice in-depth (Tekir, 2022).[89]

Positive Behavior Intervention and Support CDC and Kaiser Permanente conducted the ACE study and identified the potential impact of adverse childhood experiences to adulthood. Adverse childhood experiences include: abuse (physical, sexual, emotional), neglect (physical and emotional), household dysfunction (mental illness, incarcerated relative, mother treated violently, substance abuse, and divorce) (Felitti et al., 1998).[90] In communities where the potential of ACE exists, trauma-informed environments create a learning environment that supports a student's mental and physical health. Positive Behavior Intervention and Support (PBIS) is a schoolwide systematic, trauma-informed approach that uses evidence-based practices to create a positive learning environment for all students and staff. PBIS has three tiers of implementation. Tier I is a universal system and practice for all students and staff. Tier II is systems and practices for students; usually about 10-15% of students who need additional support. Tier III supports are for any student who needs intensive support. When implemented with fidelity, PBIS improves social-emotional competence, academic success, and school climate.[91]

Several studies have been conducted that showed positive results on the impact of PBIS on discipline referrals, special education students, and overall academic achievement.

- Scott and Barrett's 2004 study on the impact of PBIS on disciplinary actions within a school, found that after school-wide PBS implementation at an urban elementary school, the annual rate of office discipline referrals decreased by 562, and suspensions fell by 55 over a two-year period[92].
- A PBS elementary school implementing specialized interventions and supports for students with significant behavioral problems had a 55% drop (from 9% to 4%) in the number of students placed in Special Education from the 2005/2006 school year to 2007/2008.
- A study in Illinois found that 62% of 3rd-grade students in the schools in which PBIS was implemented met the Illinois State Achievement Test Reading Standard. In contrast, only 47% of students met the standard in schools that had not fully implemented PBIS.[93]

Career and Technical Education Several studies have been conducted that support the study of careers and technical education and its impact on student achievement. Arthur & McMahon, 2005,[94] discovered that traditional theories and practices in career development, which focus on individual choice-making and problem-solving, are insufficient and ineffective in working with multi-ethnic populations. Secondly, as a result of the barriers that students from low economic communities face, students of color are at a higher risk for unsuccessful transitions into

[87] Gardenhour, Allison L., "Student Achievement in Response to Intervention Groups" (2016). Electronic Theses and Dissertations. Paper 3009. https://dc.etsu.edu/etd/3009

[88] Sweeney, D. (2011). Student-centered coaching: A guide for K–8 coaches and principals. Thousand Oaks, CA: Corwin

[89] Tekir, S. (2022). Coaching for better teaching: a study on student-centered instructional coaching. Journal of Qualitative Research in Education, 31, 159-182. doi: 10.14689/enad.31.1607

[90] Meghan Breedlove , Jihyeon Choi & Brett Zyromski (2020): Mitigating the Effects of Adverse Childhood Experiences: How Restorative Practices in Schools Support Positive Childhood Experiences and Protective Factors, The New Educator, DOI: 10.1080/1547688X.2020.1807078

[91] https://www.pbis.org/pbis/what-is-pbis

[92] Putnam, R., Horner, R. & Algozzine, R. Academic Achievement and the Implementation of School-wide Behavior Support. PBIS Newsletter, Volume 3, Issue 1, http://www.pbis.org/pbis_newsletter/volume_3/issue4.aspx

[93] Horner, R., Sugai, G., Eber, L., & Lewandowski, H. (2004). Illinois Positive Behavior Interventions and Support Project: 2003-2004 Progress Report. University of Oregon: Center on Positive Behavior Interventions and Support & Illinois State Board of Education.

[94] Arthur, N., & McMahon, M. (2005). Multicultural career counseling: Theoretical applications of the systems theory framework. The Career Development Quarterly, 53, 208-222

the workforce (Gushue & Whitson, 2006)[95]. Lastly, Advance CTE study analyzed parent surveys and high school graduation results of over 2000 middle school and high school families about their Career and Technical Education experiences. The study revealed:

- Over 60 percent of families chose "Preparing for the Real World" as the most effective message for CTE enrollment.
- 88 percent of families participating in CTE were satisfied with all aspects of their child's learning experience compared to 75 percent of parents whose child did not participate in a CTE school.
- Marginalized populations in CTE, in particular, showed strong gains in plans for completing a two or four-year degree, with Latinx and families with low income experiencing 24 and 13 percent increases in confidence over families not in CTE, respectively.[96]

(e) Curriculum and Learning Environments

Empower Memphis Career and College Prep intentionally selected curricula that are aligned to Tennessee State Standards, received high marks from EdReports, and encapsulate our key school design elements, Cognitive Apprenticeship Model, Response to Intervention, Student-Centered Coaching, Positive Behavior and Intervention, and Career and Technical Education. The table below identifies the curricula that have been selected for ELA, Math, Science, and Social Studies, as well as for the Career Exploration Class, Personal Finance Class, and Interventions.

Figure 1. 3(s): Empower Memphis Impact-Career and Technical Education

Core Subjects			
Subject	**Curriculum**	**Description**	**Standards**
ELA	Core Knowledge Language Arts (K-5)	EdReports identifies Core Knowledge Language Arts curriculum as a program that meets expectations in text quality, usability, and building knowledge. It is a comprehensive program for teaching reading, writing, listening, and speaking while also building students' vocabulary and knowledge across essential domains in literature, world and American history, and the sciences. The materials for foundational skills in grades K-2, incorporate strategies that support students' reading development from learning how to read to comprehension of complex texts.[97]	*Tennessee State Standards*
ELA	EL (6-8)	EdReports identifies the EL curriculum as a program that meets expectations in text quality, usability, and building knowledge for grades 6,7, 8. Texts are of high quality and include rigorous reading, writing, speaking, and listening, and language practice. Students have the opportunity to engage with texts and tasks that promote knowledge-building and are engaging[98].	*Tennessee State Standards*
Math	Eureka Math (K-8)	Eureka Math® is a holistic Prekindergarten through Grade 12 curriculum that carefully sequences mathematical progressions in expertly crafted modules, making math a joy to teach and learn. We provide in-depth professional development, learning materials, and a community of support.	*Tennessee State Standards*

[95] Gushue, G., & Whitson, M. (2006). The relationship among support, ethnic identity, career decision self-efficacy, and outcome expectations in African American high school students: Applying social cognitive career theory. Journal of Career Development, 33(2), 112-124.
[96] https://careertech.org/new-research-advance-cte-indicates-families-career-technical-education-more-satisfied-education
[97] https://www.edreports.org/reports/overview/core-knowledge-language-arts-ckla-2015
[98] https://www.edreports.org/reports/overview/learnzillion-el-education-6-8-language-arts-2020

Science	STEMscopes (K-8)	"STEMscopes™ is a comprehensive suite of results-oriented STEM curriculum and professional development solutions used by more than 9 million students and 750,000 teachers across all 50 states.[99]	*Tennessee State Standards*
Social Studies	Gallopade (K-8)	Gallopade Curriculum is aligned to Tennessee state social studies standards. It is designed to engage students in a multi-sensory learning experience using print and digital resources.[100]	*Tennessee State Standards*
Career Technical Education			
Career Exploration	Defined Learning (K-8)	Defined Learning will provide career exposure and projects for grades K-8. Students will explore the different career clusters and learn about different careers in their community.[101]	*Tennessee Career Exploration Standards*
Personal Finance	FitMoney (K-8)	FitMoney provides free, unbiased financial literacy programs to empower K-12 students with critical life skills for a financially fit future.[102]	*Tennessee Financial Literacy Standards*
Interventions			
Phonemic Awareness	Heggerty's	Heggerty's is a phonemic awareness program that provides up to 35 weeks of daily lessons, focusing on eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition, and language awareness.[103]	*N.A*
Reading and Math	i-Ready Reading and Math	i-Ready is an online program for reading and/or mathematics that will help your student's teacher(s) determine your student's needs, personalize their learning, and monitor progress throughout the school year.[104]	*N.A*
Phonics/ Comprehension	Reading Mastery	Reading Mastery Signature Edition uses the highly explicit, systematic approach of Direct Instruction to accelerate reading and help students achieve a high rate of success. Three strands address Reading, Language Arts, and Literature through a common instructional design that helps students learn more efficiently. With the addition of technology-based resources for both additional practice and professional development,	*N.A*

[99] https://www.STEMscopes.com/
[100] https://www.gallopade.com/
[101] https://definedlearning.com/
[102]https://www.fitmoney.org/?gclid=Cj0KCQiAt66eBhCnARIsAKf3ZNFOglo5p7QW4YKxi8UkZODUIoim6GEZNcmNq5AbhEzKIiHdw-tdgJoaAvrMEALw_wcB
[103]https://heggerty.org/?utm_term=heggerty&utm_campaign=%28D%29%20Branded%20-%20Search%20%28CORE%29&utm_source=adwords&utm_medium=ppc&hsa_acc=8080130874&hsa_cam=10845962543&hsa_grp=105585801103&hsa_ad=583758118921&hsa_src=g&hsa_tgt=kwd-315916039120&hsa_kw=heggerty&hsa_mt=e&hsa_net=adwords&hsa_ver=3&gclid=Cj0KCQiAt66eBhCnARIsAKf3ZNGVcJoc1IIuuO_nIXbtXIUfjiJQHGUY7lLgR59JeyOAib77t1r6XkcaAmxyEALw_wcB
[104] https://www.curriculumassociates.com/programs/i-ready-learning

		Reading Mastery Signature Edition helps teachers optimize each minute spent in the classroom.[105]	
Leveled Readers (Reading A-Z)	Reading	Thousands of downloadable, projectable, printable teacher materials, covering all the skills necessary for effective reading instruction.[106]	*N.A*

K-8 Literacy Learning Environment: To ensure that our students have the skills necessary to be "career and college ready", students must be critical readers, compelling writers, speakers, and listeners. We selected Core Knowledge Language Arts (CKLA) for grades K-5 and EL for grades 6-8 as the curriculum students will use for literacy instruction. They provide texts that are at the quantitative and qualitative level expected for the grade in order to meet the demands of the TN Core standards. The cognitive apprenticeship approach to literacy expands students' knowledge and perspective while promoting foundational literacy skills. Our balanced literacy approach ensures that students have a strong command of reading, writing, speaking, and listening skills. Through close reading, text-dependent questions, evidence-based writing, and independent reading, we plan on providing a well-rounded literacy experience aligned with Tennessee State Standards and, most importantly, igniting students' love for reading. **Close Reading** is a process of careful, analytical reading. It involves repeated reading, text-based discussion, and written analysis of a complex text. Students read, think, talk, and write about the text. Teachers will provide scaffolds while reading the text based on its complexity, student data, and expectations for the time of year. As the cognitive apprenticeship approach indicates, teachers will model new content and strategies and allow students to practice with guidance before releasing students to complete independent work tasks. **Text-Dependent Questions** will have teachers pose text-dependent questions that require students to use evidence to support their responses. Questions will be sequenced appropriately to give students a deeper meaning of the high-quality text. Students will be allowed to respond in both written and oral formats, using question stems and think/pair/ share, to allow them to discuss their responses. **Evidence-Based Writing** will focus on developing essential writing skills to build confidence in writing for various academic purposes. Students will gain fluency in the writing process through the use of invention strategies - prewriting, drafting, revising, and editing- to produce an organized, well-written body of work. **Independent reading** offers the opportunity for students to develop their interest in topics and genres.

K-5 ELA Curriculum Core Knowledge Language Arts (CKLA) is the curriculum that will be used in grades K-5. CKLA utilizes cross curricular topics to expose students to a wide range of themes. Core Knowledge Language Arts supports the Science of Reading in that it provides lessons that explicitly teach foundational literacy skills in grades K-3. Its robust text selection allows students to practice critical thinking and problem solving skills with the text dependent questions that are provided.

Figure 1. 3(t): K-2 CKLA ELA Instructional Schedule

K-2 CKLA ELA Instructional Schedule[107]		
Minutes	**Component**	**Description**
60 min	Skills Strand	Skills strand teaches decoding skills needed for independent reading. Each Skills lesson begins with a warm-up, reviewing previously taught content in reading, writing, spelling, and grammar. Students will receive research-based instruction on phonological awareness, phonemic awareness, phonics, print concepts, the alphabetic principle, and other foundational literacy skills using

[105]https://www.mheducation.com/prek-12/program/reading-mastery-signature-edition/MKTSP-UQM08M02.html?page=1&sortby=title&order=asc&bu=seg
[106] https://www.readinga-z.com/
[107] https://www.coreknowledge.org/curriculum/language-arts/

		decodable readers.		
60 min	Listening and Learning	Listening and Learning Strand helps students build the background knowledge and vocabulary critical to listening and reading comprehension through the use of read alouds, flip books and image cards to help bring the stories to life..		
30 min	Writing	Writing instruction provides explicit instruction on opinion, narrative, and informational pieces.		
Domains		**Kindergarten**	**First**	**Second**
Quarter 1 Domains of Study		Nursery Rhymes and Fables	Fables and Stories	Fairy Tales and Tall Tales
		The Five Senses	The Human Body	Early Asian Civilizations
		Stories	Different Lands, Similar Stories	The Ancient Greek Civilization
Quarter 2 Domains of Study		Plants	Early World Civilizations	Greek Myths
		Farms	Early American Civilizations	The War of 1812
		Native Americans	Astronomy	Cycles in Nature
Quarter 3 Domains of Study		Kings and Queens	The History of the Earth	Westward Expansion
		Seasons and Weather	Animals and Habitats	Insects
		Columbus and the Pilgrims	Fairy Tales	The U.S. Civil War
Quarter 4 Domains of Study		Colonial Towns and Townspeople	A New Nation	Human Body: Building Blocks and Nutrition
		Taking Care of the Earth	Frontier Explorers	Immigration
		Presidents and American Symbols		Fighting for a Cause

Figure 1. 3(u): 3-5 CKLA ELA Instructional Schedule

3-5 ELA Instructional Schedule[108]				
Minutes	**Component**	**Description**		
90 minutes	Skills Strand	Skills Strand teaches decoding skills needed for independent reading. Each Skills lesson begins with a warm-up, reviewing previously taught content in reading, writing, spelling, and grammar. Students will receive research-based instruction on phonological awareness, phonemic awareness, phonics, print concepts, the alphabetic principle, and other foundational literacy skills using decodable readers.		
	Listening and Learning	Listening and Learning Strand helps students build the background knowledge and vocabulary critical to listening and reading comprehension through the use of read alouds, flip books and image cards to help bring the stories to life.		
	Writing	Writing instruction provides explicit instruction on opinion, narrative, and informational pieces.		
Domains		**Third**	**Fourth**	**Fifth**
Quarter 1 Domains of Study		Classic Tales: Wind in the Willows	Brown Girl Dreaming	They Call Me Gűero
		Classification of Animals	The Middle Ages	Early American Civilizations
Quarter 2 Domains of Study		Human Body: Systems and Senses	King Arthur and the Round Table	Adventures of Don Quixote
		The Ancient Roman Civilization	Poetry	The Renaissance
Quarter 3 Domains of Study		Light and Sound	Geology	A Midsummer Night's Dream
		The Viking Age	American Revolution	The Reformation
		Astronomy: Our Solar System and Beyond	U.S. Constitution	Poetry
Quarter 4 Domains of Study		Native Americans: Regions and Cultures	Treasure Island	Native Americans
		European Exploration of North America		The Science of Breakable Things
		Colonial America		

[108] https://www.coreknowledge.org/curriculum/language-arts/

	Ecology		

6-8 ELA Curriculum Students in grades 6-8 will utilize EL curriculum for ELA instruction. EL selects texts based on their level of complexity, alignment to the standards, and, most importantly, the depth of student engagement. EL explores a wide range of topics that allow for meaningful conversations and rich writing opportunities to explain students' thinking.

Figure 1. 3(v): 6-8 EL ELA Instructional Schedule

6-8 EL ELA Instructional Schedule[109]				
Minutes	**Component**	**Description**		
60 min	Content Based Literacy Instruction	Content Based Literacy instruction is when students learn reading and writing processes that are common across disciplines. As part of content area literacy instruction, teachers explicitly model these processes, then provide opportunities for students to practice them independently and in small groups.[110]		
Domains		**Sixth**	**Seventh**	**Eighth**
Quarter 1 Domain of Study		Greek Mythology	The Lost Children of Sudan	Folklore of Latin America
Quarter 2 Domain of Study		Critical Problems and Design Solutions	Epidemics	Food Choices
Quarter 3 Domain of Study		American Indian Boarding Schools	The Harlem Renaissance	Voices of the Holocaust
Quarter 4 Domains of Study		Remarkable Accomplishments in Space Science	Plastic Pollution	Lessons from Japanese Internment

K-8 Mathematics Learning Environment: Mathematics instruction intends to promote a flexible and deeper understanding of grade-level content. Using the cognitive apprenticeship model, students will learn how to approach complex, real-world math problems with access to multiple strategies and tools. In every mathematics class, all students will learn through mathematical tasks, manipulatives, and math fluency activities. Mathematical tasks are single or multiple problems that focus students' attention on a mathematical idea. Math manipulatives are any concrete objects that allow students to explore an idea in an active, hands-on approach. Students will have access to math manipulatives to help students learn math efficiently and effectively. Math Fluency refers to knowledge of procedures, when and how to use them appropriately, and skill in performing them flexibly, accurately, and

[109] https://curriculum.eleducation.org/?_ga=2.210997014.284191140.1674359066-1515988127.1671300588&_gac=1.128082686.1674394242.CjwKCAiA2rOeBhAsEiwA2Pl7Qw3sbkyxhnsJ0zqayWwYJm_EvoZ59a1EqWm2Nnomt0hvX1mWTgSpFxoCrlsQAvD_BwE

[110] https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-content-area-disciplinary-literacy-strategies-frameworks.pdf?sfvrsn=e180a58e_6#:~:text=Under%20a%20content%20area%20literacy,independently%20and%20in%20small%20groups.

efficiently. Fluency exercises, including Sprints (timed assessment of basic math skills), counting (students count using clear signals), whiteboard exchange (students complete math fluency tasks on whiteboards and exchange with their classmates). Through the cognitive apprenticeship model, students learn that math consists of applying problem-solving procedures and reasoning about quantities. Students will develop a deep conceptual understanding of mathematics that will enable students to solve complex real-world problems. Students are taught how to apply problem-solving and reasoning through heuristic and control strategies. Heuristics such as "read the problem, highlight the keywords, solve the problems, check your work or trial and error[111], help students use inquiry to solve and justify math solutions to problems. The teacher models the use of concepts, equations, and solutions to problems, thinking out loud as they solve the steps toward a solution. Once a solution is found, the problem is reviewed, the general principles highlighted, and possible heuristics invoked that could help in the solution of similar problems," (Roth, 1991).[112]

Math Curriculum: Students in grades K-8 will use Eureka Math as the curriculum for Math instruction. Eureka Math is identified by EdReports as a math curriculum that supports Mathematical Practices as well as provides the rigor necessary to meet the breadth of each standard. The components of each lesson include fluency, concept development, application problem and student debrief. The description of each component can be found in **Figure 1.3(w).**

Figure 1. 3(w): 3-5 Eureka Math Instructional Schedule

K-5 Eureka Math Instructional Schedule		
Minutes	**Component**	**Description**
10 min	Fluency	All lessons begin with this component to support the development of fluency skills for maintenance (staying sharp on previously learned skills), preparation (targeted practice for the current lesson), and/or anticipation (skills that ensure that students will be ready for the in-depth work of upcoming lessons). This component provides daily opportunities for students to gain confidence and motivation for continued learning.
22 min	Concept Development	The concept development is generally comprised of carefully sequenced problems centered within a specific topic to begin developing mastery via gradual increases in complexity. It is also accompanied by an additional set of carefully crafted problems called the "problem set." Teachers are encouraged to make choices within this set of problems to provide their students with generally about 10 minutes of additional practice.
18 min	Application Problem	Application problems provide students with the opportunity to apply their skills and understandings in new ways. Sometimes the application precedes the concept development, functioning as a springboard into the new learning of the day. Often the application follows the concept development as an extension of learning.
10 min	Student Debrief	Every lesson closes with this critical component in which the teacher engages students in a whole-group discussion, challenging them to share their thinking and draw conclusions. This allows the teacher to gauge student understanding of the concept of the lesson, offering another chance for students to gain understanding before attempting the exit ticket.

[111] https://www.researchgate.net/publication/264457850_Math_Heuristics
[112] https://files.eric.ed.gov/fulltext/ED337350.pdf

20-30 min	Small Groups	Teachers may work with small groups for remediation/enrichment or reteach.

Unit Name					
Kindergarten	**First**	**Second**	**Third**	**Fourth**	**Fifth**
Unit 1: Numbers to 10	Unit 1: Sum and Differences to 10	Unit 1: Addition and Subtraction of Length Units	Unit 1: Properties of Multiplication and Division and Solving Problems with Units 2-5,10	Unit 1: Place Value, Rounding, and Algorithms for Addition and Subtraction	Unit 1: Place Value and Decimal Fractions
Unit 2: Numbers to 10	Unit 2: Sum and Differences to 10	Unit 2: Place Value, Counting, and Comparison of Numbers to 1,000	Unit 2: Place Value and Problem Solving with Units of Measure	Unit 2: Multi-Digit Multiplication	Unit 2: Multi-Digit Whole Number and Decimal Fraction Operations
Unit 3: Comparison of Length, Weight, Capacity and Numbers to 10	Unit 3: Introduction to Place Value Through Addition and Subtraction Within 20	Unit 3: Sum and Differences to 100	Unit 3: Multiplication and Division with 0,1,6-9 and multiples of 10	Unit 3: Multi-Digit Multiplication and Division	Unit 3: Addition and Subtraction of Fractions
Unit 4: Number Pairs, Addition and Subtraction to 10	Unit 4: Introduction to Place Value Through Addition and Subtraction Within 20	Unit 4: Place Value, Counting, and Comparison of Numbers to 1,000	Unit 4: Multiplication and Division with 0,1,6-9 and multiples of 10	Unit 4: Fraction Equivalence, Ordering	Unit 4: Multiplication and Division of Fractions and Decimal Fractions
Unit 5: Number Pairs, Addition and Subtraction to 10	Unit 5: Ordering and Comparing Length Measurements as Numbers	Unit 5: Addition and Subtraction Within 200 with Word Problems to a 100	Unit 5: Multiplication and Area	Unit 5: Fraction Equivalence, Ordering, and Operations	Unit 5: Addition and Multiplication with Volume and Area
Unit 6: Numbers 10-20 and Counting to 100	Unit 6: Place Value, Comparison, Addition and Subtraction to 40	Unit 6: Addition and Subtraction Within 1,000 with Word Problems to a 100	Unit 6: Fractions as Numbers on a Number Line	Unit 6: Decimal Fractions	Unit 6: Problem Solving with the Coordinate Plane
	Unit 7: Place Value, Comparison, Addition and	Unit 7: Problem Solving with Length	Unit 7: Fractions as Numbers on a Number Line	Unit 7: Angle Measure and Plane Figures	

	Subtraction to 40				
	Unit 8: Place Value, Comparison, Addition and Subtraction to 100	Unit 8: Foundations of Multiplication and Division	Unit 8: Collecting and Displaying Data	Unit 8: Exploring Measurement with Multiplication	
		Unit 9: Foundations of Multiplication and Division	Unit 9: Collecting and Displaying Data		

Figure 1. 3(x): 6-8 Eureka Math Instructional Schedule

6-8 Eureka Math Instructional Schedule			
Minutes	**Component**	**Description**	
10 minutes	Fluency	All lessons begin with this component to support development of fluency skills for maintenance (staying sharp on previously learned skills), preparation (targeted practice for the current lesson), and/or anticipation (skills that ensure that students will be ready for the in-depth work of upcoming lessons). This component provides daily opportunities for students to gain confidence and motivation for continued learning.	
22 minutes	Concept Development	The concept development is generally comprised of carefully sequenced problems centered within a specific topic to begin developing mastery via gradual increases in complexity. It is also accompanied by an additional set of carefully crafted problems called the "problem set." Teachers are encouraged to make choices within this set of problems to provide their students with generally about 10 minutes of additional practice.	
18 min	Application Problem	Application problems provide students with the opportunity to apply their skills and understandings in new ways. Sometimes the application precedes the concept development, functioning as a springboard into the new learning of the day. Often the application follows the concept development as an extension of learning.	
10 minutes	Student Debrief	Every lesson closes with this critical component in which the teacher engages students in a whole-group discussion, challenging them to share their thinking and draw conclusions. This allows the teacher to gauge student understanding of the concept of the lesson, offering another chance for students to gain understanding before attempting the exit ticket.	
Sixth		**Seventh**	**Eighth**

Unit 1: Ratios and Unit Rates	Unit 1: Ratios and Proportional Relationships	Unit 1: Integer Exponents and Scientific Notation
Unit 2: Arithmetic Operations Including Division of Fractions	Unit 2: Rational Numbers – Add and Subtract	Unit 2: The Concept of Congruence
Unit 3: Rational Numbers	Unit 3: Rational Numbers – Multiply and Divide	Unit 3: Similarity
Unit 4: Rational Numbers	Unit 4: Expressions and Equations	Unit 4: Linear Equations
Unit 5: Expressions and Equations	Unit 5: Percent and Proportional Relationships	Unit 5: Linear Equations
Unit 6: Expressions and Equations	Unit 6: Statistics and Probability	Unit 6: Functions
Unit 7: Area, Surface Area, and Volume Problems	Unit 7: Geometry	Unit 7: Linear Functions
Unit 8: Area, Surface Area, and Volume Problems	Unit 8: Rational Numbers	Unit 8: Pythagorean Theorem
Unit 9: Statistics		

K-8 Science Learning Environment *S*cientific concepts include Life Science, Physical Science, Earth and Space Science, Engineering and Technology, and Application of Science. Science instruction offers students the ability to access a wealth of knowledge and information, which will contribute to an overall understanding of how all the minute details of the universe coexist and interconnect. Science explains the mechanics and reasons behind the daily functioning of complex systems, which range from the human body to sophisticated modern technological advances. Children and students can use this knowledge to understand new concepts, make well-informed decisions, and pursue new interests. In science we will utilize inquiry-based learning, scientific writing, and scientific speaking. **Inquiry based learning** This teaching approach allows students to explore scientific concepts by posing questions, creating investigations, and completing research. Through the 5E model: Explore, Engage, Explain, Elaborate and Evaluate, students develop lifelong learning skills and take ownership of their learning. **Scientific Writing** Students can express their understanding of scientific concepts through the written word. Students can answer the "why" and "how" questions about scientific concepts. Students understand how to create the basic components of a lab report. Students explain how scientific concepts relate to novel situations. Student writing may be journaling, producing a lab report, writing a paragraph, or writing an essay. Students are given a clear criterion for success, including writing/grammar expectations and expectations for science content / scientific explanation. **Speaking in Science**

Students will learn grade-level vocabulary that is content specific and be able to apply it accurately. Teachers model scientific skills and coach students in their attempts to handle the practical and conceptual tools in the sciences[113].

Science Curriculum: STEMscopes will be used in grades K-8 as the science curriculum. It is aligned to Tennessee State standards and uses the 5E instructional model. It connects the three dimensions of science instruction while meeting the demands of the Tennessee Academic Standards for Science by interweaving the Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts.[114]

Figure 1. 3(y): K-5 STEMscopes Instructional Schedule

K-5 STEMscopes Science Instructional Schedule[115]					
Minutes	**Component**	**Description**			
30-45 minutes for each component	Engage	Hook activities, that are provided, that provoke inquiry by using student's prior knowledge. The tab provides an estimate of time that you will need to complete the activity.			
	Explore	Students build their understanding in the Explore through extensive hands-on, inquiry-based science investigations.			
	Explain	Explain provides teachers the opportunity to connect hands-on learning to science content through a variety of methods, including direct instruction, STEM videos, games, and expository reading with parent connection activities.			
	Elaborate	Elaborate offers numerous differentiation opportunities through cross-curricular connections to reading, math, and more.			
	Evaluate	Assess your students using a variety of assessment tools, such as multiple choice, open-ended response, and rubric-based concept builders.			
Kinder	**First**	**Second**	**Third**	**Fourth**	**Fifth**
Physical Science Topics					
Properties of Materials , Properties and States of Matter, New Objects Made From Existing Objects	Energy from the Sun, Behavior of Light	Pushes and Pulls in Collisions, Strength and Direction of Pushes and Pulls, Multiple Pushes and Pulls on an Object, Force and Motion, Friction, Sound, Light and Sound Waves , Motion of Waves	States of Matter, Changes from Heat, Properties of Matter, Magnets, Objects and Motion, Energy and Electric Currents, Magnets' Effects on Objects	Energy and Speed, Potential and Kinetic Energy, Energy Conversion, Wavelength and Amplitude, Light and Sight, Waves and Human Senses	Matter Changing States, Mixtures, Changes in Force and Motion, Gravity, Gravitational Forces, Forces and Patterns

[113] https://files.eric.ed.gov/fulltext/ED337350.pdf
[114] https://www.STEMscopes.com/state/tn/resources/adoption_resources/STEMscopes_tn_flyer.pdf
[115] https://www.STEMscopes.com/state/tn/resources/adoption_resources/STEMscopes_tn_elementary_school_matrix.pdf

Life Science Topics					
Parts of Animals Similarities & Differences in Plants, Parts of Plants, Living and Nonliving, Sensory Organs and Scientific Findings	Parts of Plants, Plant Life Cycles, Plant Survival, What Plants Need, Animal and Plant Dependence	Parts of Animals Classifying Animals, Life Cycles, Animals' Meeting Their Needs, Environmental Changes and Effects, Inheritance and Variation of Traits	Plant and Animal Parts, Social and Group Behavior, Changing Environments and Organisms' Survival, Adaptations, Biodiversity and Human Resources	Photosynthesis, Food Chains, Food Webs, Ecosystem Balance ,Fossils	Animal Responses, Inherited and Learned Characteristics, Inheritance and Variation of Traits, Ancient and Modern Animals, Survival of the Fittest
Earth and Space Science					
Analyzing Weather Data and Describing Patterns, Weather and Seasonal Patterns, Basic Needs and Habitats, Severe Weather in Tennessee, Reducing Human Impact	Patterns in Space, Patterns of the Sun and Seasons	Quick and Slow Changes to Land, Effects of Wind and Water, Mapping Our World, Forms of Water on Earth	Characteristics of the Solar System, Water Cycle, Clouds, Weather and Climate, Processes and Impacts of Natural Hazards	Changing Land, Orbits and Patterns, Plate Tectonics, Organisms' Effect on Regions, Layers of The Earth, Renewable and Nonrenewable Resources, Human Impact on Environments	Observing the Stars, The Milky Way Galaxy, Characteristics of the Solar System, Patterns of Motion, Earth, Sun, and Moon System, Stars in the Sky, Rock Patterns
Engineering and Technology					
				Engineering Improvements	Constructing a Prototype, Tools to Improve Our Senses, Scientific Discoveries and Improvements

Figure 1. 3(z): 6-8 STEMscopes Instructional Schedule

6-8 STEMscopes Science Instructional Schedule		
Minutes	**Lesson Component**	**Description**
30-45 minutes for each component	Engage	Hook activities, that are provided, that provoke inquiry by using student's prior knowledge. The tab provides an estimate of time that you will need to complete the activity.
	Explore	Students build their understanding in the Explore through extensive hands-on, inquiry-based science investigations.

	Explain	Explain provides teachers the opportunity to connect hands-on learning to science content through a variety of methods, including direct instruction, STEM videos, games, and expository reading with parent connection activities.
	Elaborate	Elaborate offers numerous differentiation opportunities through cross-curricular connections to reading, math, and more.
	Evaluate	Assess your students using a variety of assessment tools, such as multiple choice, open-ended response, and rubric-based concept builders.

Sixth	Seventh	Eighth
Physical Science Topics		
Forms of Energy, Potential and Kinetic Energy, Kinetic Energy, Thermal Energy	Atoms, Molecules, Substances, and Mixtures, Conservation of Mass, Properties of Matter, Chemical Properties and Interactions, States of Matter	Electromagnetic Forces, Force Fields, Motion, Force, Direction, and Position, Newton's Third Law Of Motion, Introduction to Properties of Waves, Modeling Electromagnetic Waves, Modeling Waves through Various Mediums, Properties of Visible Light, Digital Transmission and Storage
Life Science Topics		
Environments and Populations, Interactions in an Ecosystem, Matter and Energy in Food Webs, Abiotic and Biotic Factors in Biomes, Invasive Species, Changes to Ecosystems, Communication and Survival, Ecosystem Biodiversity, Maintaining Biodiversity	Anatomy of a Cell, Structures of Cells, Organization of Organisms, Bodies and Systems, Reproduction in Plants and Animals, Reproduction and Variation, Cell Division, Bioenergetics, Cellular Respiration, Introduction to Photosynthesis, Genes and Gene Mutations, Mutations, Mitosis and Meiosis, Genetics	Fossil Record, Evolutionary History and Relationships, Survival and Adaptation, Natural Selection and Populations, Artificial Selection
Earth and Space Science		
Global Water Movement, Regional Climate, Humans and the Hydrologic Cycle, Predicting Weather, Weather Conditions, Renewable and Nonrenewable Resources, Impacts of Human Activities	Earth's Atmosphere, Human Activities and Global Climate Change, Biomaterials	The Big Bang Theory, The Stars, Ocean Tides, Gravity in the Solar System, Extinction, Rock Formation, Seafloor Spreading, Modeling Earth's Interior, Maps of Ancient Lands, Plate Tectonics and Earth's Features, Geologic Processes and Natural Resources
Engineering and Technology		
Energy Transfer	Biomedical Engineering	

K-8 Social Studies Experience Social Studies instruction will incorporate the reading and writing skills embedded in the Tennessee ELA standards in conjunction with the Tennessee Social Studies. Close Reading, text-based discussion, and argumentative, narrative, and expository writing assignments will allow teachers to reinforce students' learning of subject-area content while implementing the literacy strategies as identified in literacy

Social Studies Curriculum Gallopade Curriculum is the Social Studies curriculum that will be used in grades K-8. It uses an interactive "small bites" approach to learning that helps improve comprehension and retention of newly learned content, concepts, and skills. It incorporates both literacy and Social Studies topics for interactive learning that spans all DOK levels to reinforce content, develop critical thinking, problem solving, and reasoning skills, and assess understanding and comprehension of primary sources and learning through inquiry.[116]

Figure 1. 3(a1): K-8 Gallopade Social Studies Instructional Schedule

K-8 Gallopade Social Studies Instructional Schedule		
Minutes	**Component**	**Description**
30-60 min lessons	Vocabulary	Students learn about content specific words that drive key topics for the week.
	Content Based Activities	Students complete interactive activities such as comic strips to support content
	Close Reading	Students read informational and literary text while utilizing cultural, economic, historical, and geographic lenses to analyze primary and secondary resources.
	Writing	Students respond to extended response questions in writing.

Themes								
Kinder	**First**	**Second**	**Third**	**Fourth**	**Fifth**	**Sixth**	**Seventh**	**Eighth**
The World Around Us	Tennessee's Place in the United States	Life in the United States	Geography, Economics, & Early American & Tennessee History	The History of the U.S. Colonization to Reconstruction	The History of the U.S.: Industrialization to the Civil Rights Movement & Tennessee History	World History & Geography: Early Civilizations through the Fall of the Western Roman Empire	World History & Geography: The Middle Ages to the Exploration of the Americas	World History & Geography: The Middle Ages to the Exploration of the Americas

Career Exploration Learning Environment: In the career exploration classroom students will use the blended learning program to engage in learning. Students will also use Google Slides and Google Docs to complete tasks. Students will conduct research, complete projects and presentations to support their learning of careers. The educational experiences are appropriate for grades K-8, however additional supports are in place for lower elementary students and special populations.

- Kindergarten-Second Grade: Students will have access to age-appropriate text for reading and research. Teachers can model task expectations before releasing students to complete individual tasks or the teacher may guide students towards the completion of one class task. As students learn about a profession, the

[116] http://www.gallopade.com/assets/pdf/TN_CatalogW.pdf

following questions are posed: Do you know someone in your community that has this job or a similar job? What do you think is cool or interesting about this job? Why is this job important?

- Special Populations: Students will have access to videos, text to speech, and remediation supports such as graphic organizers or differentiated tasks, to allow access to ELL or students with disabilities.

Career Exploration Curriculum: Teachers will use the Defined Learning platform to support planning, instruction and reviewing of assignments. Defined Learning is a comprehensive career exploration and experience system for grades K-12. Each individual Career Course within Defined Careers focuses on providing students with relevant career experiences for a specific career. Each course is a collection of projects. The units in these courses are named after the 16 nationally recognized Career Clusters.[117]

K-8 Career Exploration Course			
Minutes	**Lesson Component**	**Description**	
45-60	Career Cluster/Pathway	Students will learn about the career cluster and the pathway that reflects the profession that will be studied for the week.	
45-60	Career Road Map	Students will read a variety of text that explains the responsibility, educational requirements or certifications, and salary that reflects the profession of the week.	
60-90	Career Tasks	Students will complete tasks that reflect a competency of the profession of study.	
45-60	Career Presentation and Survey	Students will present their tasks and what they have learned from the task. Students will complete a survey that assesses students' interest within the profession of study.	
Kindergarten: Transportation			
Description: Transportation is a critical sector of the United States economy. Almost 10 million people are employed in transportation or transportation-related occupations. This industry sector represents over 11 percent of the gross domestic product and is among the fastest growing of all sectors. Careers in this pathway include pilots, automobile specialists, bus driver, etc.			
Week	**Career Pathway**	**Profession**	**Task**
1	Students will be able to complete getting to know you activities as well as practice using Google Docs and Google Slides.		
2	Transportation Operations	Rideshare Driver (Uber, Lyft)	**Route Map:** People that ride in taxis or rideshares are called passengers. A route is how you get from one place to another. Passengers like to know the best route. Today your passenger wants to go from your school to their house. You want to find the fastest route from your school to the passengers home. You will need to know your school address and the passengers home address. You will need to use a paper map or a website such as Google Maps to help you. You will tell the passenger what roads or streets you will take to get them to their home.
3	Transportation Bus and Truck Mechanics	Diesel Engine Specialist	**Diesel Engine Checklist & Screencast:** One of the most important aspects of the transportation system is safety. To ensure the safety of drivers and the general public, transportation vehicles need to be inspected to make sure they are running properly and efficiently. You need to create a preventative maintenance checklist for diesel engines that will ensure safety and keep the engine running properly. After you create the checklist, create a screencast explaining each checkpoint. In your screencast, be sure to include why you added each checkpoint and its purpose. This screencast will be shared with your students and the specialists at the DOT.
4	Transportation Operations	School Bus Dispatcher	**School Bus Route:** In this task, you will be a school bus dispatcher. You will need to help school buses stay on schedule so students can get to school on time. School bus dispatchers give bus drivers information. They also use radio and computers to tell people when there is a change in

[117] https://definedlearning.com/

			schedule.
5	Transportation Operations	Pilot	**Flight Chart:** To help understand the differences in flight times, create a flight chart. Commercial pilots often have more than one flight per day. Create a chart with the following: Departing Airport, Arriving Airport, Type of Aircraft, Distance, Flight Time
6	Transportation Operations	Flight Attendant	**Ordering System:** Part of flying is being offered food and drinks. As a flight attendant part of your job is to serve the passengers. When serving 100-200 passengers it can be hard to remember all of the orders. Flight attendants use different systems to remember the drink orders. The planes you serve can be different sizes and have a different number of passengers on board. You will make a system to keep track of drink orders. Examples of systems are a form, chart or app. Use the resource below and choose 2 different planes. Use paper and pencil or a digital tool. Remember you will have to carry this tool with you as you take orders. Things to consider while making this tool: • How many seats are in a row • Passenger seat number • What food and drinks are offered: https://www.jetblue.com/flying-with-us/inflight-experience/snacks-drinks
7	Transportation Operations	Airtraffic Controller	**Aviation Alphabet Charts:** In the world of aviation, pilots and air traffic controllers use a special language to communicate with one another. This special language is called the Aviation Alphabet. For your training, your task is to create a poster that includes the words that go with each letter of the alphabet. This poster will go up in the training room of the Memphis International Airport. Make sure that the poster is large enough to be seen across the room. (You can make this digitally and print or create with paper and markers). When completed, create a message to your trainer, Matt, that shows your understanding of the alphabet.
8/9	Simulations: Students will prepare for a simulation of "A Day in the Life" of Memphis International Airport. Each student will be provided a profession and team to complete the final task, create a store front for a new business.		

Third Grade: Architecture and Construction

Description: Architecture and construction comprise one of the largest industries in the United States. Based on the latest statistics, this career cluster has 13.8 million jobs. In the next few years, many new jobs will be added and many employment opportunities will result from the need to replace experienced workers who leave jobs. In this unit, students will learn about the different elements of architecture and construction from building to selling homes.

Week	Career Pathway	Profession	Task
1	Students will be able to complete getting to know you activities as well as practice using Google Docs and Google Slides.		
2	Design and Pre-Construction	Landscape Designer	The Tidal Basin loop trail needs a new pathway. You will think of an idea for a new pathway. You will make a drawing of your idea. Remember right now the paths are underwater. They are too narrow for people to walk on. The water level in the Tidal Basin is still rising. Your path will solve the flooding problem. Here is a map of the trail. Use this to help you draw a new trail. Map of the Tidal Basin Loop Trail: https://www.nps.gov/subjects/cherryblossom/tidal-basin-loop-trail.htm Steps: Think of an idea. Draw your walking path idea. How will your idea solve the flooding problem? How will your idea allow more people to walk around the Tidal Basin Trail? Label your drawing to explain. If you want to use computer-aided design you can use Google Sketchup. Sketchup

			Tutorial for beginners: https://www.youtube.com/watch?v=qgt2s9RzvKM
3	Design & Pre-construction	Interior Designer	Classroom Rendering: Students will create an artistic rendering of a classroom design. This can be done with paper or pencil or with a technological tool. Rendering should include furniture, lighting, and technology.
4	Design and Pre-Construction	Architects	Create an architect website that describes what an architect does.
5	Construction	Construction Managers	Pop Up Ice Cream Vision Board: Create a vision board for an ice cream pop up shop. The theme of the event is "Around the World". Collect up 10 pop up store designs from around the world that you may use. Guidelines for vision board: 10 photos of Pop-Up stores around the world Label each photo with location, purpose and date of establishment Share why you chose the shop Determine the TOP 3 and write one paragraph on your vision for each choice
6	Construction	Construction and Building Inspectors	ADA Compliant: You are to investigate a school building that was constructed before 1990. This could be your school or a different school in your district. After researching what makes a public building ADA compliant, you will walk around the school you choose and investigate areas that may be difficult for disabled people to navigate or use. Remember that you will need to take a measuring tape with you. Create a list of any areas in or around the school that are not compliant with the ADA regulations. *This checklist may help you with your investigation: https://www.adachecklist.org/doc/fullchecklist/ada-checklist.pdf*
7		Real Estate	Property Listing: Every property that is going to be sold must have a property listing to supply information to potential buyers. You will need to create a property listing that includes critical information that would appeal to buyers. You can use a house in your community as an example for the listing you will create. Remember to include clear pictures and descriptions and qualities of the property in your listing. *These Resources may be helpful for you to complete your work.* • *How to Write a Real Estate Listing Description that Sells:* https://www.outboundengine.com/blog/real-estate-listing-description-examples/ • *Property Descriptions 101: How to Write Listing Descriptions That Sell: https://www.zillow.com/sellers-guide/listing-descriptions-that-sell* *Let's Find a Home That's Perfect For You : https://www.realtor.com/*
8/9	Simulations: Students will prepare for a simulation of "A Day in the Life" of Empower Memphis Architectural Firm. Each student will be provided a profession and team to complete the final task, create a store front for a new business.		

(f) Why is it important

The instructional methods and curricula selected for Empower Memphis Career and College Prep, encompass strategies and materials that meet the needs of varying learning styles and academic needs. With an emphasis on metacognitive instruction, coupled with differentiated instruction strategies, will give students access to grade level materials while addressing learning gaps that may exist.

(g) Academic Plan and Alignment to Tennessee Standards

Empower Memphis Career and College Prep intends to use Tennessee state standards and Tennessee-approved curriculum for all Core Subject Areas. Bi-weekly and interim assessments will also be aligned to Tennessee State Standards. We will implement Reteach weeks after interim assessments to provide additional instruction on standards that students may not have mastered. This will ensure that students continue to receive intentional instruction on skills that they may not have mastered. Additional details of our assessment strategy can be found in **Section 1.7** of the application.

(h) Blended Learning

Empower Memphis Career and College Prep is not a blended learning-based school. Most curricula resources incorporate blended learning features to allow for continued learning at home. As Empower Memphis Career and College Prep explores curricular options that accelerate academic achievement, we will be flexible in our curricular selections that employ blended learning compatibility. Currently, the programs that will be used exclusively for blended learning instruction are as follows below:

- iReady- iReady will be used during the WIN ELA and Math intervention blocks. As part of the three station rotation, students will complete personalized lessons based on their performance on the iReady diagnostic. For each lesson, students will receive explicit instruction, practice and assessment on the targeted skill. Facilitation of the lessons are in a gamified format that will keep students engaged. During intervention time, teachers will monitor the time on task of students using iReady's online dashboard and give verbal feedback to students on their progress. At the end of the week teachers will monitor and review the percent of assignments that were completed and passed for the week, which should be 70%. For students who do not pass the assignments, the teacher will incorporate those skills into small group instruction and then assign additional lessons on iReady for students to complete. Due to the learning needs of the targeted population that Empower Memphis Career and College Prep intends to support, the differentiated lessons that are available for all students will help drive academic gains and close the achievement gap. i Ready Personalized Instruction provides students with lessons based on their individual skill level and needs, so students can learn at a pace that is just right for them. These lessons are fun and interactive to keep students engaged as they learn.[118]
- Defined Learning-Defined Learning will be used as the curriculum for the Career Exploration class. Students will log into Defined Learning and complete learning and assignments on the Defined Learning platform.

[118] https://www.curriculumassociates.com/programs/i-ready-learning

1.4 Academic Performance Standards

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

Empower Memphis Career and College Prep will have academic goals that support our mission to accelerate academic achievement, foster individuality, and cultivate career mindsets. Utilizing Memphis-Shelby County Schools Performance Framework that focuses on academic, financial, operational, and organizational benchmarks, we will use these metrics to measure our alignment to Memphis-Shelby County Schools and the state of Tennessee priorities.

Figure 1.4 (a): Empower Memphis Career and College Prep Goals

Accelerate Academic Achievement	Foster Individuality	Cultivate Career Mindsets
Goal 1: 75% of Kindergarten & 1st Grade students will meet or exceed their Projected RIT Growth as measured by NWEA Reading Fluency Goal 2: 75% of 2nd-8th Grade students will meet or exceed their Projected RIT Growth in Reading as measured by NWEA MAP Growth. Goal 3: 75% of Kindergarten-8th Grade students will meet or exceed their Projected RIT Growth in Math as measured by NWEA MAP Growth. Goal 4: 80% of all students (K - 8) will achieve at the 25th percentile or higher for their grade level and/or meet typical growth using iReady assessment in both Math and ELA Goal 5: 80% K-2 graders will demonstrate on track/mastered on the ELA and Math Spring Interim Assessments Goal 6: 30% of students in grades 3-8 will demonstrate on track/mastered on all TNReady Assessments Goal 7: 50% of ELL students grow two levels on WIDA ACCESS by Spring Goal 8: 80% of students who stay with us for at least three consecutive years, will be reading on grade level by the end of the year Goal 9: 90% of teachers are retained from year to year	Goal 1: Empower Memphis Career and College Prep will meet an average daily attendance rate of 96% or more Goal 2: Less than 5% of enrolled students will miss more than 10% of school Goal 3: Attrition rate is less than 5% from year to year Goal 4: 80% of families indicate satisfaction on semester climate surveys Goal 5: 80% of students earn PBIS incentives each week. Goal 6: 80% of students indicate satisfaction with Empower 360 club options.	Goal 1: By year 9, 100% of Kindergarten students who remain with us through eighth grade, will be able to: ● Study 9 Career Clusters ● Participate in 9 Interview Practice Sessions ● Attend 9 Career Fairs and Wax Museums ● Participate in 10 days of internships ● Study at least 72 professions ● Develop at least 72 budgets Goal 2: By year 5, we will have at least ten industry partnerships to further expose students to various professions. Goal 3: By year 7, 60% of 8th graders will enroll and be accepted to any high-performing and/or CTE high school in Memphis.

(b) Setting, Monitoring, and Revising Goals

Setting Goals The academic goals that were developed, considered the achievement rates of surrounding schools as identified in Section 1.2, as well as the typical growth of students of students as identified by NWEA and iReady. With that being said, we believe that the current goals are realistic. Empower Memphis Career and College Prep's achievement goals will be set in collaboration with the Lead Founder/CEO and the Governing Board. To set the academic goals for Year 1, we will utilize the Diagnostic results from iReady and NWEA MAP, to determine our initial metrics to create rigorous and attainable goals.

Monitoring Goals Empower Memphis Career and College Prep will monitor the progress towards the goals throughout the year. To monitor our goals of accelerating academic achievement, the results from the first administration of MAP and iReady will determine our starting point as a school. This data, along with the enrollment data, will be shared during the first Board meeting after the school year begins, and the plans of action to meet our goal. The second administration of MAP and iReady will be in the Winter, and the climate survey results will be the data that is shared with the Board in January to determine where the school is towards meeting the goal. Lastly, the final administration of MAP and iReady, as well as the results from TN Ready, will be the data that is shared with the Board at the end of the year. Results from TN Ready will be compared with the performance of schools in Memphis and the overall performance within the state to determine if we are progressing toward the goal. Upon annual review, the Board may decide to increase the rigor of the goals but will not lower them. Adjustments to the goals will be made if there are programmatic or structural changes made to the TNReady or other rating systems. To monitor how we foster individuality we will utilize Live School and Powerschool data. Powerschool provides us with attendance data, and Liveschool will provide us with merit data. Each month we will review trends to see how we are progressing toward our goals. Survey results from students and families will be monitored at the end of each semester. Lastly, our cultivating career mindsets goals will be monitored by reviewing the amount of partnerships that we have to support our career fairs, Empower 360 and Tour of the City field trips each year up to year 5. We will monitor the percentage of students that enroll in high performing and/or CTE focused high schools.

Revising Goals In collaboration with the leadership team, the Lead Founder/Chief Executive Officer and Board will revise school goals upon two key junctures each year, though these revisions will largely be making school goals more rigorous, not less. These two points will be 1) each summer during Leader Week and 2) when state test results are released each fall. Our goals may also shift in response to any policy and substantive structural changes made to TNReady or other evaluation systems.

(c) Corrective Action Plans In the event the school falls below state, district, and or our own academic achievement goals, we will develop a corrective action plan that will address the area(s) where Empower Memphis Career and College Prep will need improvement. We will utilize all available data, which may include student achievement data such as TN Ready, NWEA MAP data, or attendance data, to analyze school-wide trends, grade level trends, and subgroup trends to develop goals, next steps, and the method for monitoring progress. The Lead Founder/CEO will utilize the plan and report to the Board on progress toward the goal at each Board meeting. It is the responsibility of the board to monitor the progress of the corrective action to determine the next steps for the employment of the Lead Founder/CEO of Empower Memphis Career and College Prep. A sample corrective action plan template is below in **Figure 1.4(b)**.

Figure 1.4(b): Sample Corrective Action Plan

Corrective Action Plan					
School:	Prior Year Data: MAP ↑ TN Ready			Timeline:	
Focus:					
SMART Goal: *Specific / Measurable / Achievable / Relevant / Time-bound*					
	Strategy *What must occur to accomplish the goal?*	Daily/Weekly Actions	Person (s) Responsible	Evidence of Monitoring/Success	Weekly/Monthly Updates
	❑				
	❑				
	❑				
	❑				
	❑				

(d) Remediation and RTI At Empower Memphis Career and College Prep, we will utilize Response to Intervention and Instruction as our multi-tiered service delivery model in which each tier represents an increasingly intense level of student services. It is an early identification and prevention model that helps to ensure that intervention and curriculum meets the needs of all students. RTI implementation is a schoolwide approach that requires the support of all staff which includes the following:

Figure 1.4(c): RTI Roles and Responsibilities

Title	Responsibilities
Head of Schools	Implements RTI Processes Adheres to the Universal Screening and Benchmark dates Coordinates collection of data Conducts fidelity checks of interventions Maintains RTI student-specific folders Facilitates school RTI Data Team meetings Ensures that instruction and tiered interventions Performs Performance Management
Lead Founder/CEO	Oversees the RTI calendar and schedules RTI Data Team Meetings Oversees research-based interventions for all students Assists RTI Data Team to complete/review student intervention plans Provides training to school staff on appropriate teaching and intervention methodologies Collaborates regularly with the Head of Schools Conducts fidelity checks of interventions Supports with Performance Management
School Psychologist	Regularly attends School Support Team Meetings Review progress monitoring data and conducts GAP

	Guides the School Support Team through the special education referral procedures
Academic Success Coach	Provides Tier II/3 research-based interventions and progress monitoring Attends RTI Data Team Meetings Completes required documentation for students in Tier II/Tier III
Classroom Teachers, Floating Teachers, Specials Teachers	Provide Tier I Instruction Provide Tier II/Tier III Instruction as needed Progress monitors students Attends RTI Data Meeting
ESL Teacher	Delivers Tier I instruction to EL students Provides researched-based interventions for Tier II/III supplemental instruction Provides observations and input for EL students Attends RTI Data Meeting Assists in providing communication between home and school
Special Education Teacher	Consults with RTI Data Team Provides research-based interventions Involved in referrals for special education services
Behavior Team Members (Counselor, Director of Operations and Culture, Behavior Success Coach, Dean of Culture)	Attends RTI Data Team Meetings Develops informal behavior intervention plans Implements behavior interventions

The RTI process includes the following: universal screening, interventions, progress monitoring, fidelity checks, RTI data meetings, and S-Team meetings. The sequence of steps are depicted below:

Figure 1.4(d): RTI Process

Universal Screening At the beginning of the year, we will use Iready, MAP, and Fastbridges Illuminate as our universal screening and drill-down tools for academics. The universal screening process also plays an important role in meeting the requirements of Tennessee dyslexia legislation (Public Chapter 1058 of the Acts of 2016). This law requires that districts implement a screening process for identifying characteristics of dyslexia. Relative norms will guide us to developing intervention groups as it compares a student's performance to other students in the school when there is a high population of students performing below grade level.

- *MAP: Northwest Evaluation Association's (NWEA) computerized Measures of Academic Progress (3 times*

per year-August, December, May) Provides teachers, students, and parents with an accurate assessment of student progress in mastering the basic skills. When administered at regular intervals over time, it is possible to determine whether an individual student or an entire grade level is making satisfactory progress in these basic skill areas. Teachers can use this assessment information for instructional planning for individual students or an entire class

- *iReady*[119]: The i-Ready Diagnostic is an adaptive assessment that adjusts its questions to meet the needs of students. Each item a student sees is individualized based on their answer to the previous question. For example, a series of correct answers will result in slightly harder questions, while a series of incorrect answers will yield slightly easier questions. The diagnostic assessment aims to determine how best to support students' learning needs for personalized learning.
- *Illuminate Fastbridge*: Students who are below the 25th percentile will use Fastbridge to confirm their ability levels after the iReady Diagnostic. Below are the skills that will be assessed via Illuminate Fastbridge:

Figure 1.4(e): Fastbridge Assessments

FastBridge Assessments				
Assessment Name	Focus	Universal Screener/ Benchmark	Format	Administration Time
Early Reading	Early Literacy	K-1	Computer Adaptive	15- 30 min
CBM Reading	Fluency	2 - 8	Teacher and Student (scores entered online by teacher)	1 min per story (3 stories total)
Early Math	Early Numeracy	K - 1	Teacher and Student (scores entered online by teacher)	5 min
CBM Math Automaticity	Computation Facts	2 - 8	Computer Based	1 - 4 min
CBM Math CAP (Concepts and Applications)	Applied Math Problem	2 - 8	Computer Based	20 - 30 min

Interventions After each administration of MAP and iReady, the Director of Operations and Culture will create the WIN rosters that identify the groups of students. As noted above, the Head of Schools and the Lead Founder/CEO (Years 1 and 2), and the Director of Special Populations (Year 3) will meet with each teaching team to discuss the needs of students and determine who will be teaching the groups of students. These resources will be used during Schoolwide Data Days. The What I Need (WIN) instructional block will be the time of day in which students will receive targeted instruction and intervention on their academic needs. Each grade level will have a specified time in which classroom teachers, special education teachers, and Academic Success Coaches assigned for that grade level will be available to provide support in Reading and Math. Students within a WIN classroom will be divided into three or more groups to participate in a variety of learning stations. Students who are Tier I will receive instruction that is on or above grade level aligned to the standards being taught in class. This will be students "double dose" of grade level instruction. Students who have been identified as Tier II or Tier III will receive instruction on their

[119] https://i-readycentral.com/familycenter/what-is-i-ready/#:~:text=i%2DReady%20is%20an%20online,progress%20throughout%20the%20school%20year.

instructional level that reflects the standards in class as well as their deficit area as identified by Fastbridges for intervention.

Progress Monitoring Progress monitoring is a scientifically proven tool to close academic gaps. We will use Fastbridges assessment probes to progress monitor students. Students are required 8-10 progress monitoring data points to make adjustments to tiers or interventions. Academic Success Coaches, classroom teachers, and teacher assistants will assume the responsibility for progress monitoring students each week based on the deficit area being addressed within the intervention. Staff will progress monitor students on Fridays and on Mondays if students are absent. Below are the probes for Reading and Math.

Figure 1.4(f): Fastbridge Reading Progress Monitoring Probes

Reading FastBridge Progress Monitoring Probes		
Deficit Area	**Progress Monitoring Measures**	**Instructional Levels**
Letter Recognition	Letter Naming Fluency (LNF)	K - 1
Letter-Sound Correspondence	Letter Sound Fluency (LSF)	K - 1
Phonemic Awareness	Initial Sound Fluency (ISF) Phoneme Segmentation (PSF)	K K - 2
Phonics/Decoding	Nonsense Word Fluency (NWF)	K - 2
Fluency	Reading CBM	1 - 8
Comprehension	CBM Reading+Comp	2 - 8

Figure 1.4(g): Fastbridge Math Progress Monitoring Probes

Math FastBridge Progress Monitoring Probes		
Deficit Area	**Progress Monitoring Measures**	**Instructional Levels**
Number System	earlyMath Numeral Identification	K - 1
Operations	earlyMath Decomposing - 1	K - 1
Counting and Cardinality	earlyMath Number Sequence - K	K - 1
Counting and Cardinality	earlyMath Match Quantity	K - 1
Expressions and Equations	earlyMath Quantity Discrimination	K - 1
Numbers and Operations	earlyMath Place Value	K - 1
Operations	CBMmath Automaticity	1-12
Expressions and Equations	CBMmath CAP	1-12
Operations	CBMmath Process	1-12

Fidelity Checks Fidelity checks are the systematic monitoring by an instructional leader to determine the extent the delivery adheres to the program's protocols. Fidelity Checks will include three direct checks, which are observations of instruction to determine the fidelity of implementation, and two indirect checks, which are the review of students' files to ensure that attendance is complete, progress monitoring data is up to date, and copies of parent letters to communicate student progress have been filed. These direct checks will occur every nine weeks. The Lead Founder/CEO and Head of Schools will conduct observations during the WIN block as well as conduct a file check during RTI data meetings to ensure that staff is implementing the interventions with fidelity and that RTI files are up to date with the required information.

RTI Data Meetings RTI Data Meetings help teachers review and develop interventions for Tier II and Tier III students. RTI Data Meetings will be held the fourth week of the month in which grade level teams meet with the Head of Schools, who serves as the school's RTI Coordinator, the Academic Success Coach, and the Behavior Success Coach to share attendance, academic, and behavior updates of students. Progress monitoring data is reported to determine whether students who receive interventions are on track to meeting learning goals. The students' Rate of Improvement (ROI) will be discussed during the RTI meeting. The Rate of Improvement is defined as: "An insufficient ROI means that the student has regressed or is not progressing at the expected rate with intervention. A sufficient ROI means that the student is achieving the expected growth when provided with intervention. If it is determined that a skill, instructional level, or tier change is necessary, then the current plan is discontinued and a new one is created."[120]

School Support Team The School Support team will encompass the Head of Schools, Lead Founder/CEO, Director of Special Populations (Year 3), and Director of Operations and Culture and Psychologist. As student needs arise, teachers or parents will make a referral to the School Support Team for additional support. Support may include adjustments to interventions, attendance reviews, wrap-around services, or recommendations for special education service evaluations.

(e) Goals for student attendance and chronic absenteeism.

Empower Memphis Career and College Prep recognizes the importance of attendance on academics and behavior. According to the American University Department of Education, "when children are absent from school, they miss out on consistent instruction that is needed to develop basic skills. Children in early grades are particularly susceptible to falling behind in fundamental reading skills, which can have a snowball effect that impacts future learning."[121] Secondly, the US Department of Health and Human Services linked chronic absenteeism with certain disabilities. They found that "children aged five to seventeen with an intellectual disability had the highest prevalence of chronic school absenteeism at 14 percent, followed by children with autism spectrum disorder at 9 percent, those with other developmental delays at 7.2 percent, and those with attention-deficit/hyperactivity disorder (ADHD) at 5.2 percent."[122] The impact of chronic absenteeism is detrimental to students' learning outcomes. Therefore, we developed the following student attendance goals to minimize chronic absenteeism at Empower Memphis Career and College Prep. Goal 1: an average daily attendance rate of 96% or more; Goal 2: Less than 5% of enrolled students will miss more than 10% of school. In order to meet these attendance goals we plan on being proactive to the needs of families while employing the Attendance Policies of Memphis Shelby County Schools.

Proactive Supports Empower Memphis Career and College Prep will create an Attendance Team consisting of the Director of Operations and Culture, School Nurse, School Secretary, School Counselor, and Head of Schools, who will meet weekly. Their responsibility will be to monitor students' attendance to identify students with 100% attendance rates and to support absent students. Students who attend school on time will receive a merit worth five points. These points will accumulate towards a variety of incentives as seen in **Section 1.10** of the application.

Excused Absences Empower Memphis intends to implement Memphis Shelby County Attendance Policy, 6014, which is as follows: "when a student is absent, a written statement is required within two (2) school days of the student's return to school and shall be required from the parent or guardian explaining the reason for each absence. If necessary, verification is required from an official source to justify absences. The School may require a parent conference and/or physician verification to justify absences after the accumulation of ten (10) days of absence

[120] Sharp Schools-Rate of Improvement
[121] https://soeonline.american.edu/blog/importance-of-school-attendance/#:~:text=School%20attendance%20is%20a%20powerful,the%20US%20Department%20of%20Education.
[122] https://soeonline.american.edu/blog/importance-of-school-attendance/#:~:text=School%20attendance%20is%20a%20powerful,the%20US%20Department%20of%20Education.

during a school year. Notes must be date specific and will be required for subsequent absences beyond ten (10) days. The policy identifies the following as excused absences: (1) Illness, injury, pregnancy, homebound circumstance, or hospitalization of a student. (2) Death or serious illness within the student's immediate family. (3) When the student is officially representing the school in a school-sponsored activity or attendance at school-endorsed activities and verified college visits. (4) Special and recognized religious holidays regularly observed by persons of their faith. Any student who misses a class or day of school because of the observance of a day set aside as sacred by a recognized religious denomination of which the student is a member or adherent, where such religion calls for special observances of such day, shall have the absence from that school day or class excused and shall be entitled to make up any schoolwork missed without the imposition of any penalty because of the absence. (5) A court order; a subpoena; and/or a legal court summons. (6) Extenuating circumstances over which the student has no control as approved by the Head of School. (7) If a student's parent, custodian or other person with legal custody or control of the student is a member of the United States Armed Forces, including a member of a state National Guard or a Reserve component called to federal active duty. The Head of School shall give the student (a) an excused absence for one (1) day when the student's parent, custodian or other person with legal custody or control of the student is deployed and (b) an additional excused absence for one (1) day when the student's parent, custodian or other person with legal custody or control of the student returns from deployment, (c) excused absences for up to ten (10) days for visitation when the student's parent, custodian or other person with legal custody or control of the student is granted rest and recuperation leave and is stationed out of the country, and (d) Excused absences for up to ten (10) days cumulatively within the school year for visitation during the deployment cycle of the student's parent, custodian or other person with legal custody or control of the student. Total excused absences under this section (c) and (d) shall not exceed a total of ten (10) days within the school year. The student shall provide documentation to the school as proof of the deployment of the student's parent, custodian or other person with legal custody or control of the student. (8) Participation in a non-school-sponsored extracurricular activity. The Head of School or The Head of schools designee may excuse a student from school attendance to participate in a non-school-sponsored extracurricular activity, if the following conditions are met: (a) The student provides documentation to the school as proof of the student's participation in the non-school-sponsored extracurricular activity; and (b) the student's parent, custodian, or other person with legal custody or control of the student, prior to the extracurricular activity, submits to the Head of School or the Head of School's designee a written request for the excused absence. The written request shall be submitted no later than seven (7) business days prior to the student's absence. The written request shall include: the student's full name and personal identification number; the student's grade; the dates of the student's absence; the reason for the student's absence; and the signature of both the student and the student's parent, custodian, or other person with legal custody or control of the student. The Head of School or the Head of School's designee shall approve, in writing, the student's participation in the non-school-sponsored extracurricular activity. The Head of School may limit the number and duration of non-school- sponsored extracurricular activities for which excused absences may be granted to a student during the school year; however, the Head of School shall excuse no more than ten (10) absences each school year for students participating in non-school-sponsored extracurricular activities (9) To attend a released-time course in religious moral instruction for up to one (1) class period during each school week; provided, that:

- The student's parent or legal guardian signs a written consent form prior to the student's participation in the released time course;
- The released time course shall be conducted off public school property;
- The independent entity maintains attendance records and makes the records available to the LEA and the local board of education;
- Any transportation to and from the place of instruction, including transportation for students with disabilities, is the responsibility of the independent entity, parent, legal guardian, or student;
- The independent entity assumes liability for the student attending the released time course from the time that the student leaves the school until the student returns to the school;
- No public funds are expended and no public school personnel are involved in providing the instruction for released time courses;
- The student assumes responsibility for any missed schoolwork;
- The Head of School, or the Head of School’s designee, shall determine the classes from which the student may be excused to participate in the released time course; provided, that the student may not be excused to participate in a released time course during any class in which subject matter is taught for which the state

requires an examination for state or federal accountability purposes; and

- The released time courses shall coincide with school class schedules."[123]

Unexcused Absence Unexcused absences are absences that do not meet the description for excused absences. According to Tennessee State Law (TCA 49-6-3007), any student who has five or more unexcused absences must be reported to Truancy. If a student is absent the first five (5) days of school, or at least ten (10) consecutive days during the school year, with unsuccessful attempts to communicate with the family, the student may lose his or her seat at Empower Memphis Career and College Prep. The table below describes the consequences of multiple unexcused absences. Please note: three tardies is equivalent to one absence.

Figure 1.4(h): Unexcused Absences

Number of Unexcused absences	Consequences
One unexcused absence	The School Secretary, Counselor, or School Nurse will contact families to remind them of the attendance policy.
Three unexcused absences	A mandatory Attendance Meeting will be held with the parent/guardian to develop an attendance intervention.
Five Unexcused absences	A report will be made to an attendance officer, as per Tennessee State Law (TCA 49-6-3007); any student who has five or more unexcused absences will have to be reported for truancy.
Nine unexcused absences	The student is at risk of not being promoted. The Head of School will meet with the family to determine next steps.

Appeal Unexcused Absence: To appeal an unexcused absence, parents must submit an appeal to the Head of School. The appeal must be (1) in writing and include the documentation necessary to support the appeal; (2) submitted within five (5) school days of the parent's receipt of the first official attendance letter generated by Empower Memphis Career and College Prep and (3) based on one or more of the allowable reasons for excused absences outlined in this policy. Within five (5) school days of receipt of the request for appeal, the Head of School (or designee) shall review the appeal, meet with the parents to allow them an opportunity to be heard, and render a decision regarding the appeal. The decision of the Head of school (or designee) that is compliant with applicable law and district policy is final. (This appeal process for determining unexcused absences is ancillary to a truancy decision rendered by a juvenile court judge as described in TCA 49-6- 3010.)[124] Questions regarding school-level decisions may be directed to the Lead Founder/CEO.[125]

Make-up Work Students will be given the opportunity to make up work missed due to excused and unexcused absences. In the event of an excused absence, students are expected to make up work missed within a reasonable time (e.g., at least one or more days of makeup for each day of excused absence). In the event of an unexcused absence[120] (including short-term suspensions), one day of makeup time shall be allowed for each day of unexcused absence unless otherwise extended by the Head of Schools or extended based on law or policy. Students and/or their parents should work with the teacher for assistance in making up work.[126]

(f) Promotion/Retention Policies

Empower Memphis Career and College Prep will comply with the Promotion and Retention Policy (#3.300) and the revised Third Grade Retention Policy of T.C.A. § 49-6-3115, enacted this school year, 2022-23. Promotion is determined by mastery of content standards by the end of the year, attendance, and final exam results. In grade three, promotion to the next grade will be determined by performance on TN-Ready ELA examination.

The following grading expectations from Memphis Shelby County Schools will be used for academic performance,

[123] https://www.scsk12.org/policy/rf/source/6000%20Students/6014%20%20Attendance%20and%20Excuses.pdf
[124] https://www.scsk12.org/policy/rf/source/6000%20Students/6014%20%20Attendance%20and%20Excuses.pdf
[125] https://www.scsk12.org/policy/rf/source/6000%20Students/6014%20%20Attendance%20and%20Excuses.pdf
[126] https://www.scsk12.org/policy/rf/source/6000%20Students/6014%20%20Attendance%20and%20Excuses.pdf

non-core content performance and conduct grades.

Grades K-8

Academic Grades We will use the basic grading system from Memphis Shelby County Schools. or knowledge/subject area expressed by the letters “A”, “B”, “C”, “D”, and “F”. First and second-grade science and social studies will be expressed by the letter grades “S” for satisfactory or “N” for needs improvement. The academic grading scale is below:

Figure 1.4(i): Grading Scale

Grade	Grading Scale
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

Figure 1.4(j): Grading Weight

Weight %	Category
5%	Homework
5%	Class Participation
40%	Classwork
5%	Projects, Portfolios and Presentations
45%	Assessments

Non-Core Content Grades: Letter grades are used to express basic grading for non-core content areas like art, music, and physical education. Letter grades include “E” for excellent, “G” for good, “S” for satisfactory, “N” for needs improvement or “U” for unsatisfactory.

Figure 1.4(k): Non-Core Content Grades

Non-Core Content Grades	Description
E	Excellent
G	Good
S	Satisfactory

N	Needs Improvement
U	Unsatisfactory

Conduct Grades: Students' conduct is graded as “E”, “G”, “S”, “N”, or “U” and is to be reported at each grading period on the report card. Self-contained classes receive one homeroom conduct grade.

Figure 1.4(l): Conduct Grades

Conduct Grade	K-2	3-5
E: Excellent	21 or more blue days, 0 red or yellow days	0 Referrals, 0 detentions, 0 suspensions,
G: Good	0 -20 blue or green days, 0 red, 5 or less orange or yellow days	1-2 referrals, 0 detentions, 0 suspensions
S: Satisfactory	0-4 red days	1-2 referrals, 1-2 detentions, 0 suspensions
N: Needs Improvement	5-7 red days	3-4 referrals, 3-4 detentions, 1 suspension
U: Unsatisfactory	8 or more red days	5 or more referrals, 5 or more detentions, 2 suspensions or 1 expulsion

Promotion Promotion at Empower Memphis Career and College Prep aligns with expectations from Memphis Shelby County Schools.

- Kindergarten Promotion- The promotion of students in Kindergarten will be considered based on performance in the subject areas of Language Arts, Math, and attendance. The decision not to promote students will be made as a team decision with the parent. The team includes classroom teachers, a guidance counselor, and the Head of School.
- Grades 1-5 Promotion- The promotion of students in grades first through fifth will be based on students who have an average of 70 or above in English Language Arts and Mathematics
- Third Grade Promotion/Retention: Pursuant TCA 49-6-3115, a student in the third grade shall not be promoted to the next grade level unless the student has shown a basic understanding of curriculum and ability to perform the skills required in the subject of reading as demonstrated by the student's grades or standardized test results. Empower Memphis will abide by the code with regard to providing alternative options for promotion should a student not achieve necessary standardized test results for promotion.
- Grades 6 - 8 Promotion-Promotion of sixth- eighth students should be based on a grade of 70 or above in 1) both Language Arts and Mathematics and 2) either Science or Social Studies.

Retention Retention is the practice of not promoting students up a grade level in school (e.g., students repeat a grade level) and is based on the belief that children learn more academically by repeating a grade (SharpSchools, 2021)[127]. When considering a student for retention, Empower Memphis Career and College Prep will use Memphis Shelby County Schools factors for consideration: the student's age; overall academic achievement level/potential; previous performance; evaluative data; chances for success with more difficult material if promoted to the next

[127] https://cdn5-ss2.sharpschool.com/UserFiles/Servers/Server_3022443/File/Number25Retentiondraft.pdf

grade or when current skills are inadequate; the number of absences/attendance record; previous retention; social and emotional maturity level; the results of local assessments, screening, or monitoring tools and, if applicable, state assessments and standardized tests; and what benefits can be accomplished by retention.[128]

To that end we will follow Memphis Shelby County's retention process which is as follows:

- **Identification** Teachers will identify students who are having difficulty meeting the requirements for promotion to the next grade level by February 1 of the school year. This timeline provides teachers with two quarters of grades and two diagnostic data points for the school year.
- **Parent Notification** Official notification to parents that their child may be retained must be sent home 15 days after February 1. Although this is the official written notification, this should be one of many modes of communication of their child's progress in school during the school year. The notice should be signed and returned to the school by the parent and kept on file at the school
- **Promotion Plan** A promotion plan will be developed for the student and discussed with the parent during a parent-teacher conference. If a student has not demonstrated sufficient academic progress on his or her promotion plan by the end of the school year: i. The student shall be enrolled in a summer reading or learning program if such a program is available. If a student is enrolled in a summer program, then a decision for retention shall be made after completion of a summer program; provided, a decision for retention shall be made and communicated to the student's parent or guardian at least ten (10) calendar days prior to the start of the next school year; ii. If a summer reading or learning program is not available, then a decision for retention shall be made and communicated to the student's parent or guardian at least thirty (30) calendar days prior to the start of the next school year.
- **Monitoring of Progress** Student progress of each retained student must be monitored and documented by the school.
- A student shall not be retained more than one (1) time in any given grade level. Students with multiple retentions or who are or will be over-age-for grade during the next school year shall be evaluated by a promotion/retention committee at the school to recommend to the Head of Schools options for the student, as applicable, such as promotion, conditional promotion, differentiated instruction, special consideration, virtual school/online options, night school, adult school, equivalency diploma, project graduation, success school/academic alternative school (a non-disciplinary, non-remand alternative school option), or second chance center (modeled after the newcomers' center).

(g) Exit Standards

Exit standards As a K-8 school, we want students to start with us at Kindergarten and graduate from us by the eighth grade. As such, our exit standards involve student demonstration of the eighth grade Tennessee Academic Standards. The table below includes all standards that students in eighth grade will be measured by.

Figure 1.4(m): Reading, Math , Science, Social Studies Exit Standards

Grade 8 Reading Standards for Literary Text		
Key Ideas and Details	1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
	3.	Analyze how particular lines or dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure	4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
	5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
	6.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

[128] https://www.scsk12.org/commitment/files/2019/5013%20Promotion%20and%20Retention.pdf

Integration of Knowledge and Ideas	7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. 8. (Not applicable to literature) 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Reading Level and Text Complexity	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
Grade 8 Reading Standards for Informational Text	
Key Ideas and Details	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or text. 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Reading Level and Text Complexity	10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
Grade 8 Speaking and Listening Standards	

Comprehension and Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others'questions and comments with relevant evidence, observations, ideas. d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented. 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Presentation and Knowledge of Ideas	1. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. 2. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. 3. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Grade 8 Language Standards	
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbs (gerunds, participles, infinitives) in general and their function in specific sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
Knowledge of Language	3. Use knowledge of language and conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., overall meaning of a sentence or paragraph; a word's position 5. or function in a sentence) as a clue to meaning of a word or phrase. a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). b. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. c. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 6. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). 7. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8 Writing Standards	
Text Types and Protocol	**8.W.TTP.1** Write arguments to support claims with clear reasons and relevant evidence.
	a. Introduce claim(s).
	b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s).
	c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.
	d. Use credible sources and demonstrate an understanding of the topic or source material.
	e. Craft an effective and relevant conclusion that supports the argument presented.
	f. Use precise language and content-specific vocabulary.
	g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	h. Use varied sentence structure to enhance meaning and reader interest.
	i. Establish and maintain a formal style.
	8.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.

	b. Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension.
	c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
	e. Craft an effective and relevant conclusion.
	f. Include formatting, graphics, and multimedia when appropriate.
	g. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	h. Use precise language and domain-specific vocabulary.
	i. Use varied sentence structure to enhance meaning and reader interest.
	j. Establish and maintain a formal style.
	8.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
	a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.
	b. Organize an event sequence that unfolds naturally and logically.
	c. Create a smooth progression of experiences or events.
	d. Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters.
	e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
	f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
	g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
Production and Distribution of Writing	**8.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
	8.W.PDW.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
	8.W.PDW.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.
Research to Build and	**8.W.RBPK.7** Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.

	8.W.RBPK.8 Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	8.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.
Range of Writing	**8.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Grade 8 Math Exit Standards

Domain	Cluster Headings	Standards
The Number System (NS)	**A. Know that there are numbers that are not rational, and approximate them by rational numbers.**	**8.NS.A.1** Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually or terminates, and convert a decimal expansion which repeats eventually or terminates into a rational number. **8.NS.A.2** Use rational approximations of irrational numbers to compare the size of irrational numbers locating them approximately on a number line diagram. Estimate the value of irrational expressions such as π^2. *For example, by truncating the decimal expansion of* $\sqrt{2}$*, show that* $\sqrt{2}$ *is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*
Expressions and Equations	**A. Work with radicals and integer exponents.**	**8.EE.A.1** Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example,* $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$. **8.EE.A.2** Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. **8.EE.A.3** Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities and to express how many times as much one is than the other. *For example, estimate the population of the United States as* 3×10^8 *and the population of the world as* 7×10^9*, and determine that the world population is more than 20 times larger.* **8.EE.A.4** Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

	B. Understand the connections between proportional relationships, lines, and linear equations	**8.EE.B.5** Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.* **8.EE.B.6** Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; know and derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.
	C. Analyze and solve linear equations and systems of two linear equations.	**8.EE.C.7** Solve linear equations in one variable. **a.** Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). **b.** Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
		8.EE.C.8 Analyze and solve systems of two linear equations. **a.** Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. **b.** Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example,* $3x + 2y = 5$ *and* $3x + 2y = 6$ *have no solution because* $3x + 2y$ *cannot simultaneously be 5 and 6.* **c.** Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*
Functions	**A. Define, evaluate, and compare functions.**	**8.F.A.1** Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (Function notation is not required in 8th grade.) **8.F.A.2** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and another linear function represented by an algebraic expression, determine which function has the greater rate of change.* **8.F.A.3** Know and interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function* $A = s^2$ *giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*

	B. Use functions to model relationships between quantities.	**8.F.B.4** Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models and in terms of its graph or a table of values. **8.F.B.5** Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
Geometry	**A. Understand and describe the effects of transformations on two-dimensional figures and use informal arguments to establish facts about angles.**	**8.G.A.1** Verify experimentally the properties of rotations, reflections, and translations: **a.** Lines are taken to lines, and line segments to line segments of the same length. **b.** Angles are taken to angles of the same measure. **c.** Parallel lines are taken to parallel lines. **8.G.A.2** Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. **8.G.A.3** Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*
	B. Understand and apply the Pythagorean Theorem.	**8.G.B.4** Explain a proof of the Pythagorean Theorem and its converse. **8.G.B.5** Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. **8.G.B.6** Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
	C. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	**8.G.C.7** Know and understand the formulas for the volumes of cones, cylinders, and spheres, and use them to solve real-world and mathematical problems.
Statistics and Probability	**A. Investigate patterns of association in bivariate data.**	**8.SP.A.1** Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. **8.SP.A.2** Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line and informally assess the model fit by judging the closeness of the data points to the line. **8.SP.A.3** Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*

	B. Investigate chance processes and develop, use, and evaluate probability models	**8.SP.B.4** Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.

Grade 8 Science Exit Standards	
Disciplinary Core Idea	**Standards**
8.PS2: Motion and Stability: Forces and Interactions	1) Design and conduct investigations depicting the relationship between magnetism and electricity in electromagnets, generators, and electrical motors, emphasizing the factors that increase or diminish the electric current and the magnetic field strength. 2) Conduct an investigation to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. 3) Create a demonstration of an object in motion and describe the position, force, and direction of the object. 4) Plan and conduct an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. 5) Evaluate and interpret that for every force exerted on an object there is an equal force exerted in the opposite direction.
8.PS4: Waves and Their Applications in Technologies for Information Transfer	1) Develop and use models to represent the basic properties of waves including frequency, amplitude, wavelength, and speed. 2) Compare and contrast mechanical waves and electromagnetic waves based on refraction, reflection, transmission, absorption, and their behavior through a vacuum and/or various media. 3) Evaluate the role that waves play in different communication systems.
8.LS4: Biological Change: Unity and Diversity	1) Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change in life forms throughout Earth's history. 2) Construct an explanation addressing similarities and differences of the anatomical structures and genetic information between extinct and extant organisms using evidence of common ancestry and patterns between taxa. 3) Analyze evidence from geology, paleontology, and comparative anatomy to support that specific phenotypes within a population can increase the probability of survival of that species and lead to adaptation. 4) Develop a scientific explanation of how natural selection plays a role in determining

	the survival of a species in a changing environment. 5) Obtain, evaluate, and communicate information about the technologies that have changed the way humans use artificial selection to influence the inheritance of desired traits in

	other organisms.
8.ESS1: Earth's Place in the Universe	1) Research, analyze, and communicate that the universe began with a period of rapid expansion using evidence from the motion of galaxies and composition of stars. 2) Explain the role of gravity in the formation of our sun and planets. Extend this explanation to address gravity's effect on the motion of celestial objects in our solar system and Earth's ocean tides.
8.ESS2: Earth's Systems	1) Analyze and interpret data to support the assertion that rapid or gradual geographic changes lead to drastic population changes and extinction events. 2) Evaluate data collected from seismographs to create a model of Earth's structure. 3) Describe the relationship between the processes and forces that create igneous, sedimentary, and metamorphic rocks. 4) Gather and evaluate evidence that energy from the earth's interior drives convection cycles within the asthenosphere which creates changes within the lithosphere including plate movements, plate boundaries, and sea-floor spreading. 5) Construct a scientific explanation using data that explains the gradual process of plate tectonics accounting for A) the distribution of fossils on different continents, B) the occurrence of earthquakes, and C) continental and ocean floor features (including mountains, volcanoes, faults, and trenches).
8.ESS3: Earth and Human Activity	1) Interpret data to explain that earth's mineral, fossil fuel, and groundwater resources are unevenly distributed as a result of geologic processes. 2) Collect data, map, and describe patterns in the locations of volcanoes and earthquakes related to tectonic plate boundaries, interactions, and hotspots
8.ETS1: Engineering Design	1) Develop a model to generate data for ongoing testing and modification of an electromagnet, a generator, and a motor such that an optimal design can be achieved. 2) Research and communicate information to describe how data from technologies (telescopes, spectroscopes, satellites, and space probes) provide information about objects in the solar system and universe.
PS= Physical Sciences, LS= Life Sciences, Earth and Space Sciences (ESS), Engineering Technology, and Applications of Science (ETS)	

Grade 8 Social Studies Exit Standards

Colonization (1607-1750) Students will examine the European settlement of North America, geographic features that influenced early colonies, and the social, religious, political, and economic reasons for colonization.

1. Explain the founding and development of Jamestown as the first permanent English colony, its early struggles, the economic and political structure, and role of the Powhatan people. (C, E, G, H, P)
2. Explain the founding and development of the Plymouth Colony, including the significance of: the Mayflower Compact, interactions with Squanto, and the role of religious freedom. (C, G, H, P)
3. Explain the founding and development of the Massachusetts Bay Colony, including the significance of:
   a. Anne Hutchinson
   b. Role of theocracy
   c. Salem Witch Trials
   d. Town meetings (C, G, H, P)
4. Explain the motivation for and the founding of the Rhode Island and Connecticut Colonies, including the roles of Roger Williams and Thomas Hooker. (C, G, H, P)
5. Analyze the economic motivation for the Dutch founding New Netherlands, the diverse population of the colony, and the transition to the English colony of New York. (C, E, G, H, P)
6. Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including the significance of:

a. William Penn

b. Philadelphia

c. Relationship with American Indians

d. Role of women (C, E, H, P)

7. Explain the reasons behind the settlement of the Georgia Colony, including: its designation as a “debtor” colony, its function as a “buffer” colony, and the role of James Oglethorpe in its founding. (C, E, G, H, P)
8. Locate and identify the Thirteen Colonies, and describe how their location and geographic features influenced regional economic development. (E, G, H, P)
9. Compare and contrast the locations and goals of British, French, and Spanish settlements in North America. (C, E, G, H, P)
10. Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage. (C, E, G, H, P)
11. Describe the significance of the First Great Awakening, including its role in unifying the colonies and the growth of religious tolerance. (C, H)
12. Explain the Navigation Acts and the policy of mercantilism. (E, G, H)

The American Revolution (1700-1783) Students will explore the growing tensions between Great Britain and its colonies as well as the major events and outcomes surrounding the American Revolution.

13. Explain the significance of the Ohio River Valley leading to the French and Indian War and the events and consequences of the conflict, including: the massacre at Fort Loudoun, the Treaty of Paris of 1763, war debt, and the Proclamation Line of 1763. (C, E, G, H, P, T)
14. Explain the political contributions of Benjamin Franklin to the U.S., including the "Join or Die" cartoon and Albany Plan of Union. (C, E, H, P)
15. Analyze the social, political, and economic causes of the events and groups of the American Revolution, including: The Quartering Act, 1765,The Stamp Act, 1765,The Declaratory Act, 1766,The Townshend Acts, 1767,The Boston Massacre, 1770, The Boston Tea Party, 1773,Intolerable/Coercive Acts, 1774, Sons of Liberty(C,E,G,H,P)
16. Explain the historical purposes and consequences of Thomas Paine's Common Sense. (C, H, P)
17. Locate and explain the significance of the battles of the American Revolution prior to the signing of the Declaration of Independence, including Lexington and Concord and Bunker (Breed’s) Hill. (C, E, G, H, P)
18. Explain the historical and present-day significance of the Declaration of Independence. (T.C.A. § 49-6-1028) – (C, G, H, P)
19. Compare and contrast the points of view of Loyalists and Patriots. (C, G, H, P)
20. Locate and explain the significance of the following during the American Revolution: Struggles of the Continental Army, Battles of Trenton and Princeton, Battle of Kings Mountain, Battle of Saratoga, Battle of Yorktown, Guerrilla warfare. (C, H, P, T)

The New Nation (1775-1800) Students will explore the foundation of U.S. government, the principles of the Articles of Confederation and the U.S. Constitution, and the individuals who played influential roles in the development of the new nation. In addition, students will examine the steps taken by Tennessee to achieve statehood and the initial development of government.

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22. Describe the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including the Great Compromise and the Three-Fifths Compromise. (T.C.A. § 49-6-1028)- (E, H, P, TCA)
23. Examine the principles and purposes of government articulated in the Preamble and principles stated in the Constitution, including: the separation of powers, federalism, and checks and balances. (T.C.A. § 49-6-1028)- (H, P, TCA)
24. Describe the conflict between Federalists and Anti-Federalists over the ratification of the Constitution, including the protection of individual rights through the Bill of Rights and concern for states' rights. (T.C.A. § 49-6-1028)-(H, P, TCA)
25. Analyze the major events of the administration of President George Washington, including: the precedents he set, Whiskey Rebellion, and ideas presented in his farewell address. (E, G, H, P)
26. Explain how conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views on foreign policy, economic policy, a national bank, and strict versus loose interpretation of the Constitution. (C, E, G, H, P)

27. Explain the controversies that plagued the administration of President John Adams, including: the conflicts with Great Britain and France, the XYZ Affair, and the Alien and Sedition Acts. (E, G, H, P)
28. Identify how westward expansion led to the statehood of Tennessee and the importance of the first state constitution (1796). (T.C.A. § 49-6-1028)-(G, H, P, T, TCA)

Growth of a Young Nation (1800-1820) Students will analyze the strengthening of the judicial branch, the major events of Thomas Jefferson's presidency, the War of 1812, and the role of the U.S. on the world stage.

29. Analyze the significance of the election of 1800 and Chief Justice John Marshall's opinion in Marbury v. Madison. (H, P)
30. Explain the major events of Thomas Jefferson's presidency, including: Conflict with the Barbary pirates, Embargo Act, Lewis and Clark Expedition, Louisiana Purchase (E, G, H, P)
31. Explain the causes, course, and consequences of the War of 1812, including: Use of impressment and trade restrictions between the U.S. and Great Britain, Roles of Andrew Jackson and William Henry Harrison, Significance of the Treaty of Ghent, Rise in nationalism in the U.S. (C, E, G, H, P, T)
32. Identify and locate the changing boundaries of the U.S. as a result of the Convention of 1818 and the Adams-Onis Treaty. (G, P)
33. Analyze the purpose and effects of the Monroe Doctrine. (E, H, P)

Sectionalism and Reform (1790s-1850s) Students will analyze the social, political, and economic development of the North and South during the early 19th century, including the growth of sectionalism and reform movements.

34. Describe the development of the agrarian economy in the South, the locations of the cotton- producing states, the significance of cotton and the cotton gin, and the founding of Memphis as a center for cotton and the slave trade. (C, E, G, H, P, T)
35. Analyze the characteristics of Southern society and its influence on the social and political conditions prior to the Civil War. (C, E, G, H, P, T)
36. Identify the conditions of enslavement and explain how slaves adapted to and resisted bondage in their daily lives, including Nat Turner's revolt. (C, G, H)
37. Explain the development of the American Industrial Revolution, including: Eli Whitney and interchangeable parts, Emergence of trade unions, Lowell System, Role of the textile industry, Samuel Slater. (C, E, G, H, P)
38. Describe how technological developments affected the growth of the industrial economy and cities in the North. (C, E, G, H, P)
39. Identify the push-pull factors for Irish and German immigrants and describe the impact of their arrival in the U.S. prior to the Civil War. (C, E, G, H, P)
40. Analyze the development of roads, canals, railroads, and steamboats throughout the U.S., including the Erie Canal and the National Road. (C, E, G, H, P)
41. Describe the significance of the Second Great Awakening and its influence on reform in the 19th century. (C, H)
42. Analyze the development of the women's suffrage movement, including the Seneca Falls Convention, and the ideals of Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth. (C, H, P)
43. Analyze the significance of leading abolitionists, including William Lloyd Garrison, Frederick Douglass, Elihu Embree, and Harriet Tubman, and the methods they used to spread the movement. (C, E, H, P, T)

The Jacksonian Era (1824-1840) Students will analyze the impact of John Marshall on the strengthening of the judicial branch and the major events of Andrew Jackson's presidency.

44. Analyze the role played by Chief Justice John Marshall in strengthening the judicial branch, including the key decisions of the Supreme Court in Gibbons v. Ogden and McCulloch v. Maryland. (C, E, H, P)
45. Examine the importance of the elections of 1824 and 1828, including: the corrupt bargain, the spoils system, and Jacksonian Democracy. (C, G, H, P, T)
46. Examine President Andrew Jackson's actions regarding the Bank of the U.S. and the Nullification Crisis, and analyze the effects of these events on the nation. (C, E, H, P, T)
47. Describe the impact of the Indian Removal Act and the struggle between the Cherokee Nation and the U.S. government, including the significance of Worcester v. Georgia and the Trail of Tears. (C, G, H, P, T)
48. Identify that the Tennessee Constitution of 1834 expanded voting rights for non-property owners. (T.C.A. 49-6-1028) –(H, P, T, TCA)

Expansion and Division of the Nation (1820s-1860s) Students will analyze the social, political, and economic impact of expansion on the U.S., the growing tensions between the North and South, and how compromise sought to hold the country together.

49. Analyze the concept of Manifest Destiny and its impact on the development of the nation, and describe the economic incentives for westward expansion. (C, E, G, H, P)
50. Explain the reasons for and the provisions of the Missouri Compromise (i.e., Compromise of 1820) and its impact on expansion (G,H,P)

51. Describe American settlements in Texas after 1821, the causes of the Texas War for Independence, the roles of David Crockett and Sam Houston, and the legacy of the Alamo. (C, G, H, P, T)
52. Analyze the reasons for and outcomes of groups moving west, including the significance of: Fur traders, Mormons, Oregon Trail, Santa Fe Trail. (C, E, G, H)
53. Identify the major events and impact of James K. Polk's presidency, including the annexation of Texas and the settlement of the Oregon boundary. (E, G, H, P, T)
54. Describe the causes and consequences of the Mexican War, including the controversy over the Rio Grande boundary and the Mexican Cession. (C, E, G, H, P)
55. Analyze the discovery of gold in California, its social and economic impact on the U.S., and the major migratory movement (including the forty-niners and Asian immigrants). (C, E, G, H)
56. Explain the reasons for and the impact of the Compromise of 1850 (including Henry Clay's role as "The Great Compromiser") and the Fugitive Slave Act (including Harriet Beecher Stowe's influence with Uncle Tom's Cabin). - (C, E, G, H, P)
57. Describe the significance of the Gadsden Purchase of 1853. (E, G, H)
58. Explain the motivations behind the passage of the Kansas-Nebraska Act of 1854, and analyze the effects of the compromise, including: Rise of the Republican Party, "Bleeding Kansas", Preston Brooks' attack on Charles Sumner, John Brown's raid at Harper's Ferry. (C, G, H, P)
59. Analyze the Dred Scott v. Sandford decision and the resulting split between the North and South. (C, H, P)
60. Explain the arguments presented by Stephen Douglas and Abraham Lincoln on slavery in the Illinois Senate race debates of 1858. (C, H, P)

The Civil War (1860-1865) Students will examine the political changes that sparked the Civil War, the differences in the North and South, and the key leaders, events, battles, and daily life during the war.

61. Describe the election of 1860 and its candidates (i.e., John Bell, Stephen Douglas, Abraham Lincoln, and John Breckinridge), and analyze how the campaigns reflected sectional turmoil in the country. (C, G, H, P, T)
62. Describe the outbreak of the Civil War and the resulting sectional differences, including: Economic, geographic, and technological advances, Military strategies, Roles of President Abraham Lincoln and Jefferson Davis, Significance of Fort Sumter, Geographical divisions within states. (C, E, G, H, P, T)
63. Explain the significance of the following battles, events, and leaders during the Civil War, including: First Battle of Bull Run, Battle of Shiloh, Battle of Antietam, Battle of Gettysburg, Battle of Vicksburg, Sherman's March to the Sea, Surrender at Appomattox Court House, David Farragut, Nathan Bedford Forrest, Ulysses S. Grant, Thomas "Stonewall" Jackson, Robert E. Lee. (G, H, P, T)
64. Analyze the significance of the Emancipation Proclamation and the Gettysburg Address. (H, P)
65. Describe African American involvement in the Union army, including the Massachusetts 54th Regiment at Fort Wagner and the 13th U.S. Colored Troops in the Battle of Nashville. (T.C.A. § 49-6-1006)- (C, G, H, T, TCA)
66. Analyze how the writings of Sam Watkins and Elisha Hunt Rhodes illustrated the daily life of the common soldier. (C, H, T)

Reconstruction (1865-1877) Students will analyze the social, economic, and political changes and conflicts during Reconstruction, the events and lasting consequences of Reconstruction, and Reconstruction's impact on Tennessee.

67. Analyze the immediate political impact of the assassination of President Abraham Lincoln and Andrew Johnson's ascension to the presidency. (H, P, T)
68. Explain the significance of the 13th, 14th, and 15th Amendments to the U.S. Constitution. (E, H, P, T)
69. Analyze President Abraham Lincoln's Ten Percent Plan, President Andrew Johnson's Plan, and the Radical Republican Plan for Reconstruction. (C, E, G, H, P, T)
70. Identify the significance of the Tennessee Constitution of 1870, including the right of all men to vote and the establishment of a poll tax. (T.C.A. § 49-6-1028)- (H, P, T, TCA)
71. Analyze the conflict between President Andrew Johnson and the Radical Republicans, including Johnson's veto of the Tenure of Office Act and his impeachment. - (H, P, T)
72. Explain the restrictions placed on the rights and opportunities of freedmen, including: racial segregation, black codes, and the efforts of the Freedmen's Bureau to address the problems confronting newly freed slaves. (C, H, P, T)
73. Trace the rise of the Ku Klux Klan and vigilante justice in the South and in Tennessee, including the role of Governor William Brownlow. (C, H, P, T)
74. Explain the roles carpetbaggers and scalawags played during Reconstruction. (C, E, G, H, P)
75. Explain the Compromise of 1877 and its role in ending Radical Reconstruction. (C, H, P)

C= Culture, E= Economics, G=Geography, H= History, P= Politics/Government, T= Tennessee, TCA= Tennessee Code Annotated

1.5 Phase-In/Turnaround Planning

Not Applicable

1.6 High School Graduation and Postsecondary Readiness

Not Applicable

1.7 Assessments

(a) Internal Assessments

At Empower Memphis Career and College Prep, we believe that it is essential to obtain multiple data points to assess students learning progression. Through data-driven instruction, a systematic process of teaching that uses the results from student assessments to plan instruction, we plan to fulfill our mission to accelerate academic achievement. Bambrick- Santoyo (2010) identifies four components of data-driven instruction in schools. *Assessments* define the roadmap for rigor. *Analysis* determines where students are struggling and why; *Planning* creates new teaching plans to respond to the analysis; and *Implementation* executes a plan that will lead to accelerated student achievement. As part of our assessment strategy, we will provide diagnostic, formative, and summative assessments. These assessments will help to inform whether a skill or standard has been mastered. Lastly, we will create enabling structures for analysis, planning, and implementation, described in **Section 1.7(c)** of the application.

Diagnostic assessments Diagnostic assessments help identify students' current knowledge of a subject, their skill sets, and capabilities and clarify misconceptions before teaching takes place[129]. To achieve our academic goals, we will use the following diagnostic assessments:

- NWEA MAP: "NWEA MAP Growth is a nationally normed, standardized achievement test which measures what students know in Reading, Math, Language, and Science, and informs what they are ready to learn next by using an adaptive computer test that adjusts to the ability and knowledge of the student." [130] The MAP assessment will be administered to students in grades K-8 in the Fall, Winter, and Spring; specific dates can be found on the academic calendar. As students respond correctly to a question, the level of difficulty increases. As students respond incorrectly to a question, the level of difficulty decreases. Results from the Fall administration of MAP, will help determine the student's goal for the year. Throughout the year, parents will receive MAP Student Progress Reports to inform parents of their child's progress.
- iReady: We will use iReady as our second data source to measure students' acceleration of academic achievement. "iReady is an adaptive diagnostic aligned to TN State Academic Standards. The diagnostic pinpoints students' needs down to the sub-skill level and gives teachers an action plan for the success of each student."[131] Data from iReady will also be used to determine students' instructional levels for the WIN instructional block, as mentioned in **Section 1.3** of the application.

Formative Assessment Formative assessments are used to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning[132]. Exit tickets, Common assessments, and progress monitoring probes will provide us with the data necessary to determine students' mastery of learning objectives and standards. An exit ticket is an assessment that is administered to students at the end of every lesson to assess if students have learned the intended outcomes of a lesson and as a tool to check for student understanding. The curricula for each subject has an exit ticket or quick check that will be used to assess students' understanding. Common Assessments are bi-weekly assessments that assess students' knowledge of several skills/objectives that have been presented within two weeks. Common Assessments will be developed by the Lead Founder/CEO and Head of Schools using assessment questions from Illuminate's Item Banks that are aligned to the standards that are being taught. Progress monitoring assessments focus on the skills that are being taught during the WIN Intervention block. We will use Fastbridges Illuminate to progress monitor students based on their Tier and skill each week.

Summative Assessments Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement after each quarter.

Interim Assessments An Interim Assessment is a form of assessment that will be used to evaluate where students are in their learning progress and determine whether they are on track to performing well on TN Ready. Interim Assessments will be administered three to four times per year for English/Language Arts, Math, Science, and Social Studies, and developed by the Lead Founder/CEO and Head of Schools.

[129] https://www.niu.edu/citl/resources/guides/instructional-guide/formative-and-summative-assessment.shtml#:~:text=Diagnostic%20assessment%20can%20help%20you,and%20how%20to%20teach%20it.
[130] https://web.risd.org/mtss/wp-content/uploads/NWEA-MAP-Parent-Overview-English.pdf
[131] https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/156/Teacher%20Success%20Guide.pdf
[132] https://www.cmu.edu/teaching/assessment/basics/formative-summative.html

Figure 1.7(a): Internal Assessments

Assessment Name	Assessment Type	Frequency	Alignment to State Standards
MAP NWEA	Diagnostic	3 times a year	Nationally Normed Assessment
iReady	Diagnostic	3 times a year	National Normed Assessment
Exit Tickets	Formative	Daily	Tennessee Academic Standards
Common Assessments	Formative	Bi-weekly	Tennessee Academic Standards
Progress Monitoring	Formative	Tier I- Monthly	Nationally Normed Assessment
	Formative	Tier II- Bi-weekly	
	Formative	Tier III- Weekly	
Interim Assessments	Summative Assessments	3-4 times a year (3 times for 3-8; 4 times for K-2)	Tennessee Academic Standards

Alignment with School Curriculum, Goals, and State Standards All core subject area assessments and curricula, as identified in **Sections 1.6 and 1.7** of the application, are aligned to TN state standards. As we reflect on progress towards Empower Memphis Career and College Prep's academic goals throughout the year, as identified in **Section 1.4** of the application, the variety of assessments will provide us with the data points necessary to measure our progress towards accelerating academic achievement.

(b) Building Test Coordinator

The Building Test Coordinator will be the Director of Operations and Culture of Empower Memphis Career and College Prep. They will be responsible for the coordination of TN Ready, IReady, NWEA MAP, and Fastbridges. For specialized assessments such as WIDA or Alternative assessments, the Director of Operations and Culture will collaborate with the special education teacher (Year 1-2) and Director of Special Populations (Year 3) to ensure all assessment requirements are met. The Director of Operations and Culture and special education teacher (Year 1-2) and Director of Special Populations (Year 3) will meet with the Head of Schools to develop testing plans and provide professional development to staff. Additional expectations can be found below:

- Director of Operations and Culture and special education teacher (Year 1-2) and Director of Special Populations (Year 3) schedule all assessment dates for the school year
- Director of Operations and Culture and special education teacher (Year 1-2) and Director of Special Populations (Year 3) meet with HOS to determine needs, 3-6 weeks before the testing window.
- Based on needs identified during a meeting with HOS, the Director of Operations and Culture orders

supplies and testing materials

- Special education teacher (Year 1-2) and Director of Special Populations (Year 3) ensures that accommodations for IEPS and 504's are in place
- Director of Operations and Culture and special education teacher (Year 1-2) and Director of Special Populations (Year 3), train staff on testing plan
- Director of Operations and Culture will organize and distribute testing materials to staff
- Director of Operations and Culture will secure and return test materials to designated vendor
- Director of Operations and Culture will communicate testing schedule and test strategies to students and families

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

Santoyo-Bambricks' second action towards data-driven instruction is analysis. "Analysis involves systematically examining. assessment data thoroughly to determine students' strengths and weaknesses and then taking the necessary steps to address their needs". [133]**Section 1.7(a)** of the application describes how we will collect our diagnostic, formative, and summative assessments. We recognize that a majority of our students, 80-90% will fall into the economically disadvantaged sub group. In addition, we acknowledge that at least 10% of our student population will be students with disabilities, and less than 5% of the population will be ELL learners. Therefore our data analysis will follow the same protocol, however, review of data will be compared to goals outlined in students IEP plans and/or ILP plans by the Director of Special Populations (Year 3), special education teachers and ELL teacher. This section will describe how we plan to analyze academic data to inform instruction, professional development, and teacher evaluations.

Diagnostic Assessments Data from NWEA's MAP assessments include the student's RTI Scores, Lexile Levels, grade level equivalency, and Learning Continuum. The Learning Continuum provides the specific skills that students have mastered and the skills that students will need to master to move to the next RTI band. The Lexile Levels and grade level equivalency will help us to form our WIN ELA and Math groups. We will use the Learning Continuum during planning to help identify specific skills that require explicit instruction during core instruction or small groups. During Summer Professional Development, teachers will receive an overview of MAP, including understanding RIT Scores, using the Learning Continuum and Lexile Levels. This session will help teachers understand how each data source supports our instructional model. Data from iReady provides us with students Lexile Level and grade level equivalency. It provides us with skills that will need mastering and grouping options for small-group instruction. During summer professional development, teachers will receive a session on iReady and its critical components and how it supports our instructional model. Upon administration of iReady and MAP assessments, data analysis will occur during our full-day Data Days. Data Days, as identified on the Proposed Academic Calendar, **Attachment A**, will occur three times a year (Fall, Winter, and Spring). Data Days are scheduled strategically to allow for deep analysis of student results on both assessments. The Director of Operation and Culture will be responsible for disaggregating the data and sharing the information with staff. During these meetings, teachers and staff will accomplish the following:

- **Data Day 1**: Determine students' instructional level and groupings for the WIN intervention block; identify priority skills using the Learning Continuum.
- **Data Day 2**: Identify students' growth from Fall to Winter. Make adjustments to WIN groups and the instructional focus for each student.
- **Data Day 3**: Identify students' growth from Fall to Spring. Make recommendations for groupings for the next school year and place documentation into the student's RTI folder. The results from Spring Diagnostic will be used as the initial metric for groupings for the next school year until the next round of Fall MAP and iReady assessments.

Formative Assessments Exit Tickets, Common Assessments and Progress Monitoring Probes are the formative assessments at Empower Memphis Career and College Prep. The analysis of Exit tickets will occur at least once a week. As part of Student-Centered Coaching, results from Exit Tickets will be used to determine the next steps of

[133] https://www.esc19.net/cms/lib/TX01933775/Centricity/Domain/163/THE%20MAIN%20IDEA%20--%20Driven%20by%20Data%20--%204-10.pdf

instruction. Teachers will track daily exit ticket data and use this data to drive coaching meetings with the Head of School or Dean of Instruction. Common Assessment Data Analysis will occur during the first half of Friday Professional Development Days. As a result of the ability to receive test data immediately through Illuminates' platform, teachers will arrive at the meeting prepared with assessments scored. As part of the analysis and planning, teachers, with the support from the Head of Schools and Dean of Instruction (Year 5), will follow the protocol: (1) Celebrate successes of students - standards mastery, class trends, individual students (growth or mastery); (2) Based on trends, identify and prioritize target area(s) for reteaching (whole group/small group/individual); (3) Identify a re-teach strategy or new lesson to address the identified misconception; (4) Determine the date on which reteach lesson will occur. The analysis of progress monitoring results will occur during Monthly RTI Data Meetings. At the end of each month, common planning meetings will be used to discuss individual student performance on progress monitoring, attendance, and student behavior. Results from this meeting will determine the next steps during the WIN Intervention block or referral if the appropriate procedures have occurred as identified in **Section 1.4(d)** of the application.

Summative Assessments Quarterly Interim Assessment serves as our summative assessment for each quarter. Quarterly Interim Assessment results will be analyzed during the entire Friday Development Days. Similar to Common Assessments, teachers will arrive at the meeting prepared with assessments scored. As part of the analysis and planning, teachers, with the support from the Head of Schools and Dean of Instruction, will follow the protocol: (1) Celebrate successes of students- standards mastery, class trends, individual students (growth or mastery); (2) Based on trends, identify and prioritize target area(s) for reteaching (whole group/small group/individual); (3) Teachers will develop Corrective Action Plans (CAP) to provide instruction for standards that were prioritized; (4) Teachers will execute CAP plans based on the schedule as identified in the proposed Academic Schedule, **Attachment A.**

Professional Development Our model for teacher development, student-centered coaching, relies on utilizing student data to determine teacher actions and strategies that will increase student achievement. Every Empower Memphis Career and College Prep teacher will participate in professional development on Fridays. Our abbreviated schedule on Friday allows us to have 120 minutes dedicated towards teacher development, which includes analyzing student performance on common assessments and practice sessions of lessons. In addition to Fridays, every teacher has 60 minutes of planning time Monday through Friday, for another 300 minutes. This time can be used to analyze exit tickets and lessons. Empower Memphis College and Prep staff will have up to 400 minutes dedicated to teacher professional development a week. In addition to the weekly professional development opportunities, teachers will also have three full days, Data Days, that will be used to analyze results from either our diagnostic assessments, iReady and MAP, or our interim summative assessments. As a result of student performance on our diagnostic, formative, or summative assessments, we will use these times to provide professional development on strategies that will help improve student achievement.

Teacher evaluations At Empower Memphis Career and College Prep, we will use the TEAM evaluation system to evaluate teacher performance. TEAM includes student achievement and growth metrics for a teacher evaluation. The measurement for tested teachers, grades 3-8, is that 15% of their overall performance will result from students' performance on TN-Ready. 35% of their performance will be measured on student growth. We will use student growth on iReady towards this metric for the growth measurement. The remaining 50% of the evaluation will come from teacher observations. For our non-testing grades teachers, grades K-2, 15% of their evaluation scores will come from school-wide performance on TN-Ready. 15% of their growth score will derive from student growth on TN-Ready. The remaining 70% of the observations will come from teacher observations.

(d) Training and support in analyzing, interpreting, and using performance data to improve instruction.

As mentioned in **Section 1.3**, we will use student-centered coaching as our methodology for training and supporting staff. The premise of student-centered coaching is surrounded by using student performance data to improve student and teacher outcomes. At Empower Memphis Career and College Prep, we will have multiple opportunities for teachers, staff, and school leadership to receive training on analyzing, interpreting, and using performance data. Below is a description of the sessions that we will offer to staff.

The initial training on analyzing, interpreting, and using performance data will occur during Summer Professional Development. During summer professional development, staff will receive training on how to use Illuminate, iReady, and Fastbridges. These assessment tools provide reports that detail the performance of students. On Data Days, led by the Head of Schools, teachers will analyze iReady and NWEA Map reports to determine trends of

students, individual student needs, and instructional groupings for the WIN block. As part of the coaching cycle, student data from exit tickets are analyzed to determine next steps for instruction. During RTI Data Meetings, led by the Head of Schools, teachers analyze data from progress monitoring probes to determine the effectiveness of the intervention and the next steps for the intervention. Interim Assessments are analyzed during Friday PD, to identify students' strengths, and develop a corrective action plan for reteaching standards or skills that students did not master.

1.8 School Calendar and Schedule

(a) Please see Attachment A for Empower Memphis Career and College Prep's Schedule

The academic calendar and school schedule was crafted with the elements of our school mission: accelerate "academic achievement", "foster individuality", and "cultivate career mindsets" in mind. We recognize that every minute matters and acknowledge the importance of maximizing instructional time while keeping our goals at the forefront. To that end, in the Academic Calendar, seen as **Attachment A**, we included 3 full data days to allow staff to analyze iReady and MAP NWEA.

(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.

Lower Elementary Schedule K-2: Empower Memphis Career and College Prep intends to provide instructional minutes as prescribed by the Tennessee Department of Education, TDOE for grades K-2 in ELA. [134] The required Tier I instructional minutes for ELA is 150 minutes, which includes at least 60 minutes dedicated to foundational literacy. Students in grades K-2 "who struggle in literacy must receive daily assistance through an appropriate three-tier Response to Intervention" (20 minutes for Tier II and 40 minutes for Tier III). Based on the K-2 schedule provided below in **Figure 1.8(a)**, Empower Memphis meets this requirement, offering 120 minutes of uninterrupted ELA instruction that includes foundational literacy and 30 minutes of Writing. Secondly, students will receive 60 minutes dedicated to Response to Intervention in ELA. As a result, students will have a total of 210 minutes dedicated to ELA instruction. In Mathematics, students will have minutes 60 minutes of mathematics instruction, which is in alignment with the TDOE expectations[135] . Students will have 60 minutes dedicated to math intervention. In total, students will have 120 minutes of mathematics instruction each day. Students will have 30 minutes of daily instruction dedicated to Science and Social Studies. In compliance with Physical Activity and Physical Education, as prescribed by the TDOE,[136] students should have 130 minutes of physical activity. At Empower Memphis Career and College Prep, students will have a total of 100 minutes of recess each week and at least 120 minutes of PE each week, totaling to at least 220 minutes of Physical Activity.

Figure 1.8(a): K-2 Daily Schedule

K-2 Sample Schedule							
Transportation							
Monday-Thursday				Friday (Abbreviated Schedule)			
Min	**Time**	**Auto Zone**	**Memphis International Airport**	**Min**	**Time**	**Auto Zone**	**Memphis International Airport**
20	7:15-7:35	Breakfast	Breakfast	20	7:15-7:35	Breakfast	Breakfast
15	7:35-7:50	Morning Meeting (SEL)	Morning Meeting (SEL)	15	7:35-7:50	Grade Level	Grade Level Morning Meeting

[134] https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_k-2_guidelines.pdf
[135] https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_k-2_guidelines.pdf
[136] https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_k-2_guidelines.pdf

						Morning Meeting	
4	7:50-7:54	Transition		60	7:50-8:50	Foundational Literacy	Foundational Literacy
60	7:55-8:55	WIN ELA	WIN ELA	60	8:50-9:50	Shared Reading	Shared Reading
4	8:55-8:59	Transition	Transition	60	9:50-10:50	Math	Math
120	9:00-10:00	Foundational Literacy	Foundational Literacy	4	10:50-10:54	Transition	Transition
	10:00-11:00	Shared Reading	Shared Reading	20	10:55-11:15	Lunch	Lunch
4	11:00-11:04	Transition	Transition	20	11:15-11:35	Recess	Recess
20	11:05-11:25	Lunch	Lunch	4	11:35-11:39	Transition	Transition
20	11:25-11:45	Recess	Recess	30	11:40-12:10	WIN	Intervention
60	11:45-12:45	Career Exploration	Physical Education	4	12:10-12:14	Transition	Transition
4	12:45-12:49	Transition	Transition	30	12:15-12:45	Career Exploration	PE
60	12:50-1:50	Math	Math	4	12:45-12:49	Transition	Transition
4	1:50-1:54	Transition	Transition	65	12:50-1:55	Empower 360	Empower 360
60	1:55-2:55	WIN Math	WIN Math	4	1:55-1:59	Transition	Transition
4	2:55-2:59	Transition	Transition	10	2:00-2:10	Dismissal	Dismissal
30	3:00-3:30	Writing	Writing				
30	3:30-4:00	Science/Social Studies	Science/Social Studies				
N.A	4:00-4:10	Dismissal	Dismissal				

Figure 1.8(b): K – 2 Instructional Minutes

K-2 Instructional Minutes					
Subject	ELA	WIN ELA	Math	WIN Math	Science/SS
Monday, Tuesday, Wednesday Thursday	150	60	60	60	30
Friday	120	15	60	15	N.A
Total Weekly Minutes per subject	720	255	300	255	120
	975 minutes=16.25 hours		555 minutes=9.25 hours		120 minutes= 2 hours
Total Instructional Minutes	1650 minutes=27.5 hours				

Upper Elementary Schedule Empower Memphis Career and College Prep intends to provide instructional minutes as prescribed by the Tennessee Department of Education, TDOE for grades 3-5 in ELA. The required Tier I instructional minutes for ELA is 90 minutes[137]. Students in grades 3-5 "who struggle in literacy must receive daily assistance through an appropriate three-tier Response to Intervention" (30 minutes for Tier II and 45 minutes for Tier III). Empower Memphis Career and College Prep meets stated requirements offering 90 minutes of ELA instruction and an additional 55 minutes dedicated to Response to Intervention in ELA. As a result, students will have a total of 145 minutes dedicated to daily ELA instruction. In mathematics, the required Tier I instructional minutes for Math is 90 minutes[138]. Students in grades 3-5 "who struggle in math must receive daily assistance through an appropriate three-tier Response to Intervention" (30 minutes for Tier II and 45 minutes for Tier III). Empower Memphis Career and College Prep meets stated requirements offering 90 minutes of Math instruction and an additional 40 minutes dedicated to Response to Intervention in Math. As a result, students will have up to 130 minutes dedicated to Math instruction. The grades 3 – 5 schedule can be found in **Figure 1.8(c)**.

Figure 1.8(c): Grades 3 – 5 Sample Schedule

3rd-5th Sample Schedule										
Architecture and Construction										
Monday-Thursday					**Friday**					
Min	Time	ANF Architects	Crye Lake Realtors	McCabe Construction	Min	Time	ANF Architects	Crye Lake Realtors	McCabe Construction
20	7:15-7:35	Breakfast	Breakfast	Breakfast	20	7:15-7:35	Breakfast	Breakfast	Breakfast

[137] https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_3-5_guidelines.pdf
[138] https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_3-5_guidelines.pdf

20	7:35-7:55	Morning Meeting	Morning Meeting	Morning Meeting		20	7:35-7:55	Grade Level Morning Meeting	Grade Level Morning Meeting	Grade Level Morning Meeting
55	7:55-8:50	WIN ELA				55	7:55-8:50	WIN ELA or Math		
90	8:50-10:20	Science	Math	ELA		60	8:50-9:50	Science	ELA	Math
4	10:20-10:24	Transition	Transition	Transition		4	9:50-9:54	Transition	Transition	Transition
90	10:25-11:55	ELA	Science	Math		60	9:55-10:55	Math	Science	ELA
4	11:55-11:59	Transition	Transition	Transition		4	10:55 - 10:59	Transition	Transition	Transition
20	12:00-12:20	Lunch	Lunch	Lunch		60	11:00 - 12:00	ELA	Math	Science
20	12:20-12:40	Recess	Recess	Recess		4	12:00 - 12:04	Transition	Transition	Transition
4	12:40-12:44	Transition	Transition	Transition		20	12:05 - 12:25	Lunch	Lunch	Lunch
90	12:45-2:15	Math	ELA	Science		20	12:25 - 12:45	Recess	Recess	Recess
4	2:15-2:19	Transition	Transition	Transition		4	12:45 - 12:49	Transition	Transition	Transition
60	2:20-3:20	Career Exploration	Personal Finance	PE		65	12:50 -1:55	Empower 360	Empower 360	Empower 360
40	3:20-4:00	WIN Math				4	1:55-1:59	Transition	Transition	Transition
	4:00-4:10	Dismissal					2:00-2:10	Dismissal	Dismissal	Dismissal

Figure 1.8(d): Grades 3 – 5 Core Subject Instructional Minutes

3-5 Core Subject Instructional Minutes					
Subject	ELA	WIN ELA	Math	WIN Math	Science/SS
Monday, Tuesday, Wednesday, Thursday	90	55	90	40	90
Friday	60	Up to 55	60	Up to 55	0
Total Weekly Minutes per subject	420	220 to 275	420	160 to 215	360
	640 to 695=10.6 to 11.5 hours		580 to 636=9.6 hours to 10.6 hours		360= 6 hours
Total Instructional Minutes	1580 to 1691=26.3 hours to 28 hours				

The Middle School schedule of Empower Memphis Career and College Prep is in alignment to the state requirements as identified by the Tennessee Department of Education, TDOE. The required minutes with both ELA and Math traditional schedules are as follows: 55 minutes of Tier I instruction, 30 minutes of Tier II Instruction and 45-55 minutes of Tier III instruction[139]. Empower Memphis will provide 65 minutes of Tier I instruction and 45-55 minutes of Tier II and Tier III instruction in Reading and Math. Students will receive 65 minutes of Social Studies and Science Instruction.

Figure 1.8(e): Grades 6 – 8 Sample Schedule

6-8 Sample Schedule					
Science, Technology, Engineering, Mathematics					
Monday-Thursday					
Min	**Time**	**General Dynamics Information and Technology**	**Midlance Company**	**Google**	**Microsoft**
20	7:15-7:35	Breakfast			
20	7:35-7:55	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
4	7:55-7:59	Transition	Transition	Transition	Transition
60	8:00-9:00	Career Exploration	Personal Finance	Foreign Language	PE
55	9:00-9:55	WIN ELA			

[139] https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_6-12_guidelines.pdf

65	9:55-11:00	ELA	Math	Science	Social Studies
4	11:00-11:04	Transition	Transition	Transition	Transition
65	11:05-12:10	Social Studies	ELA	Math	Science
4	12:10-12:14	Transition	Transition	Transition	Transition
20	12:15-12:35	Lunch			
15	12:35-12:50	Physical Activity	Physical Activity	Physical Activity	Physical Activity
4	12:50-12:54	Transition	Transition	Transition	Transition
65	12:55-2:00	Science	Social Studies	ELA	Math
4	2:00-2:04	Transition	Transition	Transition	Transition
65	2:05-3:10	Math	Science	Social Studies	ELA
45	3:15-4:00	WIN Math			
	4:00-4:10	Dismissal	Dismissal	Dismissal	Dismissal

6-8 Middle School Abbreviated Schedule					
Friday Schedule					
Min	**Time**	**General Dynamics Information and Technology**	**Midlance Company**	**Google**	**Microsoft**
20	7:15-7:35	Breakfast			
20	7:35-7:55	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
4	7:55-7:59	Transition	Transition	Transition	Transition
60	8:00-9:00	ELA	Math	Science	Social Studies
4	9:00-9:04	Transition	Transition	Transition	Transition
60	9:05-10:05	Social Studies	ELA	Math	Science

4	10:05-10:09	Transition	Transition	Transition	Transition
60	10:10-11:10	Science	Social Studies	ELA	Math
4	11:10-11:14	Transition	Transition	Transition	Transition
60	11:15-12:15	Math	Science	Social Studies	ELA
4	12:15-12:19	Transition	Transition	Transition	Transition
20	12:20-12:40	Lunch			
35	12:40-1:15	WIN ELA or Math			
45	1:15-2:00	Empower 360	Empower 360	Empower 360	Empower 360
	2:00-2:10	Dismissal	Dismissal	Dismissal	Dismissal

6-8 Core Subject Instructional Minutes						
Subject	**ELA**	**WIN ELA**	**Math**	**WIN Math**	**Science**	**SS**
Monday, Tuesday, Wednesday, Thursday	65	55	65	45	65	65
Friday	60	Up to 35	60	Up To 35	60	60
Total Weekly Minutes per subject	320	220 to 255	320	180 to 215	320	320
	ELA: 540 to 575		Math: 500 to 535		320	320
Total Instructional Minutes	1680-1750=28 hours to 29 hours					

(c) Rationale for Academic Calendar

Academic Calendar The Academic Calendar in **Attachment A** reflects the proposed calendar for Empower Memphis Career and College Prep. We strategically designed the calendar to fulfill our mission to accelerate academic achievement, foster individuality, and cultivate career mindsets. In order to accelerate academic achievement, we plan to have 180 instructional days per school year, with extended days. We believe that the additional time for instruction will allow us to continue to close the achievement gap due to lost learning from the pandemic. The fourth week of each month is dedicated to RTI Data Meetings, led by the Head of Schools with classroom teachers, Academic and Behavior Success Coaches, and counselors to discuss the impact of the intervention and supports provided to Tier II and Tier III students. We provide four days of Student Led Parent Teacher Conferences where students, teachers, and parents can discuss student achievement. We provide five days for Summer Leader Academy, twenty days for Summer PD, weekly Friday PD, and three full Data Days. Lastly, we provide five Free Fridays when professional development is not held, and teachers may leave immediately after

dismissal. We intentionally created multiple opportunities to engage with families and celebrate students to foster individuality. Lastly, we will have events such as the Empower 360 Showcase or Career Fair and Wax Museums to cultivate career mindsets. We believe that the events identified in the Academic Calendar in **Attachment A** will help us meet and exceed our Academic Goals, as identified in **Section 1.4(a)** of the application.

Summer Professional Development At Empower Memphis Career and College Prep, we believe that providing summer professional development for both leaders and staff sets the stage for a successful school year. Summer Leader Academy is intended to provide professional development for leaders. As we recognize the impact of teacher performance relies on leadership, we find it important to build opportunities for leadership development. As a result, Summer Leader Academy allows the CEO/Lead Founder to ground leaders in the mission and vision of Empower Memphis, provide training on key leadership practices, and finalize preparation for Staff Summer Professional Development. In Year 1, Summer Leader Academy occurs in the last week of June to allow the following week to be dedicated to final preparation for Staff Summer Professional Development. We will have 20 days for Staff Summer Professional Development. The 20 days of professional development will focus on building relationships with staff, curriculum development, culture and character, and special populations.

Friday Professional Development Empower Memphis Career and College Prep will have 32 Fridays dedicated to professional development for 120 minutes each. Students will be released early at 2:00 pm to allow this to occur. This time will be dedicated to staff announcements, weekly data meetings, and practice sessions. Scheduling professional development on Fridays allows for vertical planning collaboration as the weekly schedule permits horizontal collaboration.

Free Fridays We acknowledge the importance of maintaining a healthy lifestyle through our seven habits of effective students. As a result, we will not have professional development on Fridays once a month, except on months with holiday breaks. This will allow staff to handle any personal matters instead of taking personal days, which will impact students' access to a teacher during instructional time. We will have a total of 5 Free Fridays per academic year.

RTI Data Meetings We scheduled the fourth week of the month for RTI Data meetings. This allows for grade-level collaboration during grade-level planning meetings to discuss student progress.

Family Events We dedicated at least one monthly event to family events. This includes an Enrollment Block Party and Family Orientation, Eagle Celebrations each quarter, and Family Night that focuses on learning new skills.

Full Data Days We will have three full-day data days for staff to analyze MAP and iReady data deeply. This amount of time is essential for staff to review these data sources to create new WIN intervention groups and review and practice intervention lessons.

Daily Schedule The schedule supports our mission to accelerate academic achievement, foster individuality, and cultivate career mindsets.

- **Morning Meeting** Every K-8 class will implement the Leader in Me Curriculum, as described in **Section 1.3** of the application. This program supports our mission to foster individuality through character and leadership development. On Fridays, Morning Meetings will be grade-level meetings in which the grade level will come together, and each teacher will announce the student of the week based on the number of merits that students earned.
- **Intervention/Enrichment** To accelerate academic achievement, all K-8 classrooms will have both math and reading intervention on Mondays-Thursdays. Students will be divided into needs-based groups to receive instruction using evidence-based interventions. On Fridays, Tier II and Tier III students will be progress monitored every week. Tier I students will be progress monitored monthly.
- **ELA** In ELA, we accelerate academic achievement by providing high-quality instruction using a rigorous curriculum. In grades K-5, students will receive reading instruction that supports the Science of Reading through Core Knowledge Language Arts (K-5). In grades 6-8 students will utilize EL curriculum.
- **Math** All K-8 classrooms will receive Math instruction using Eureka Math while developing their math fluency skills and solving complex tasks.
- **Social Studies/Science** Students will complete experiments and learn about history through primary and secondary resources in Social Studies and Science Classes.
- **Empower 360** Every grade level will participate in Empower 360 club time where students may learn about being a newscaster and how to create a news series, to being a gardener and how to grow their own

tomato plant.

- **Career Exploration** Students have an in-depth study of their grade level career cluster, from transportation to communications, and students will have a better understanding of present and future careers. Thus aligning with our mission of cultivating careers.
- **Personal Finance** Students will learn about budgeting, saving, and investing and make correlations with budgets based on the roles and the positions that students are studying.
- **Restroom Breaks** Students will have restroom breaks throughout the day. Structured restroom breaks will be built into the schedule in alignment with the time of transitions.
- **Abbreviated Fridays:** We will assign each week to a letter; i.e: A week, B week. This will determine the elective that students will receive on Fridays for elementary students. In addition, students will receive the full time allotted for core subjects. Intervention time will be for progress monitoring students.

(d) Extra-curricular or co-curricular activities

Empower 360 is intended to provide students with co-curricular activities that will allow students to explore areas of interest while making connections with careers. As described in section 1.3, Empower 360 will occur during the school day on Fridays, allowing all students access to unique learning opportunities that tap into their interests. At the beginning of the school year, we will ask parents and students to complete an Empower 360 form that identifies the club choices that will be available to students for the school year. The expectation is that within the 7-8 weeks of club time each quarter, students will be able to create a product that will be presented to students, families, and stakeholders during our Empower 360 showcase. As part of the presentation during the Empower 360 showcase, students will communicate their final product, the lessons they learned while completing the final product, and possible careers that these skills would support. **Figure 1.8 (f)** identifies the club options, example products and the connection to careers, that students may have access to.

Figure 1. 8(f): Empower Memphis Projected Club Options

Club Name	Description	Example Product	Connection to Career
Art Club	Students will create works of art using a variety of materials.	Self Portraits Comic Strips	Art Director Graphic Designer Animator
Code Crew	In partnership with Code Crew, students will learn about JavaScript , Python, and Mobile App Development.	Create an App	Software Engineer Coding Specialist Application Developer
Entrepreneurship Club	Students will learn about how to create a business and will create a business plan based on an identified personal, school or community need.	Business Plan Community Service Project	Strategic Planner Financial Planner Chief Executive Officer
Farm to Table Gardening Club	In partnership with UT Agriculture, Letter of Support is attached; students will learn about crops, gardening and foods that can be made from the crops they grow.	Tomato Garden Fresh Bread Menu	Agricultural Engineer Chef Food Chemist
Girls with Pearls/Guys with Ties	This is a leadership group that focuses on teaching students about self-image and interpersonal skills.	Self-Image Campaign Core Values Campaign	Counselor Educator Life Coach

Knowledge Bowl	Are you smarter than a 3rd grader? Students will work in groups to research and solve cross-curricular problems.	Word Problems Constructed Responses	Researcher Attorney Professor
Radio Station Club	Students will practice communication skills and will develop and record a podcast or tv segment based on a topic of their choice.	Podcast or TV Segment	Newscaster Radio Host Journalist
Theater Club	Students will create a screenplay based on a topic of their choice or reenact a screenplay of their choice.	Screenplay	Director Actor or Actress Writer

Staffing for Empower 360: All Empower Memphis staff will be responsible for hosting a club throughout the school year. As part of the interview process, all staff will be reminded of the expectation of hosting a club for students. During summer professional development staff members will identify the club(s) they will host and receive the necessary materials needed to execute the sessions effectively. In addition, we will reach out to local organizations within Memphis to add to our club offerings. Organizations such as UT Agriculture and the YMCA, may also provide club options such as From Farm to Table or Girls Club for students (see Attachment E for letters of support).

Empower 360 Club student rosters: Once families have identified the clubs for students, members of the leadership team will create the final roster. Parent notifications and reminders will be provided to students about their selection. On Fridays, during Empower 360 time, students will transition to their club for the quarter.

Absent Staff Members Primary club offerings will be offered by employees of Empower Memphis. We recognize that at times staff may be absent, therefore we will ensure that assignments aligned to the final product will be available as part of the substitute plan for substitute teachers or staff members who are covering the class.

Instructional Delivery: Through backwards planning, teachers will identify key lessons that will be conducted to accomplish the final product of each club. Each lesson will follow the following components:

- 5 min: Clearly state objective for the day and make connections to the Empower 360 goal for the quarter.
- 10 min: Explicitly teach a new skill, provide examples and key elements that exhibit the skill to be used.
- 25 min: Students apply the learning through writing, analyzing, or designing key understandings.
- 5 min: Students present drafts or finished products to the class

Empower 360 Showcase: The Empower 360 Showcase is an opportunity for students to share their final products with students, families and the community. During this event, which will occur at the end of each quarter, students will be able to describe their final product, lessons they learned as they completed the product, and how being able to acquire the skill or complete the project will help a profession within the career cluster of study. The schedule will be created in such a way that all students will have the opportunity to view their classmates final product.

(e) Saturday School or Summer School

Should Empower Memphis have the space and personnel, we will offer summer school as needed based on student data and on third grade performance. Empower Memphis intends to partner with Memphis Shelby County Schools to ensure students can access summer school as needed.

1.9 Special Populations

(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)?

Proposed Board Leadership The founding board of Empower Memphis has significant experience working with special populations. We believe that with our experiences we will provide an inclusive and supportive learning environment for all students.

The Lead Founder/CEO of Empower Memphis Career and College Prep has several years of experience in working with special populations. She was responsible for developing, monitoring and evaluating the implementation of the RTI process within organizations. She worked collaboratively with the Director of Special Populations and School Psychologists to review referral information to the Child Study Team. She supervised Gifted and ELL teachers, and RTI Coordinators within an organization. She has conducted fidelity checks and supported progress monitoring as needed. Additionally, in her administrative capacity she has created several protocols which allow her to stay abreast of the ever-changing information surrounding these subgroups, with one of the most effective being meeting weekly with the Director of Special Populations, who has two weekly check-ins with special education, and ESL teachers, as well as the counselor to ensure the school/district complies and discusses and develops a plan of action for any concerns that arise. She has attended local, state, and national professional development sessions and seminars around best practices, policies, and laws for students with exceptionalities and English Language Learners. Also, she has partnered with local agencies to provide additional support around advocacy, socio-emotional services, and additional resources such as housing and food assistance for this unique population.

Dr. Marian Kelley has over ten years of experience with special populations. As indicated in her biography, she began her career as a special education teacher, before she moved into administration as a Special Populations Coordinator, Director of Special Populations, and Charter School Advisor. She has obtained a Doctorate Degree in Educational Supervision in addition to holding additional degrees in Curriculum and Instruction, Elementary Education, and Special Education. Dr. Kelley specializes in advocacy for students and families by developing and overseeing the implementation of appropriate instructional and behavioral practices to ensure student success. She brings with her extensive knowledge of policies, procedures, and law as it relates to students with disabilities including gifted students and English Language Learners. She has created and facilitated professional development and strategic planning for the implementation of appropriate modifications, accommodations, scaffolds, IEP and ILP creation and implementation, and compliance for both general education and special education K-12 teachers and administrators. Additionally, Dr. Kelley has supported various Charter districts with the creation and implementation of Gifted Programs for advanced students. She has served as a special education teacher, gifted teacher, Special populations coordinator and Director of special populations.

Finally, Ms. Susan Hipner has been a gifted teacher and gifted coordinator for several years. She helped to develop protocols for assessing gifted students. Her current passion is volunteering for organizations that support adults with disabilities.

Empower Memphis School Leadership

Head of Schools: The Head of Schools will be responsible for supervising the special education teacher, ELL teacher, and related service provider in years 1 and 2. Supervisory responsibilities include conducting observations, ensuring that IEP's and ILPs are in compliance, and service hours are being provided.

Support Staff Memphis Shelby County Schools will provide a School Psychologist, Physical Therapist and Occupational Therapist, and a Speech/Language Pathologist (related services). To support the varying needs of our special populations, Empower Memphis Career and College Prep will hire one special educator, and one school counselor as full-time staff, in year 1. The Head of Schools will assume supervisory responsibilities in years one and two. A Director of Special Populations will be hired year 3, in which supervisory responsibilities will be shifted to this position. If the need arises, we will also employ one paraprofessional, a Speech/Language Pathologist, ELL Teacher and Gifted Teacher. As time progresses, we will add additional staff to support the needs of students. This plan is outlined in **Figure 1.9(a)**.

Figure 1.9(a): Special Populations Staffing Projections

Staff	Year 1	Year 3
Head of Schools	1 (Supervisor)	N/A
Director of Special Populations	0	1
Special Educators	1	0 (Director of Special Populations will continue providing services)
Paraprofessional	As needed	As needed
Counselor	1	1
504 Chairperson	*(will be the school counselor)*	
Gifted Teacher	Contracted as needed	Contracted as needed
ELL Teacher	Contracted as needed	Contracted as needed
Speech Language (Speech Only Students)	Contracted as needed	Contracted as needed
School Psychologist	Shelby County Schools will assign a school psychologist as part of the responsibilities of the LEA.	
Speech Language (Related Service)	Shelby County Schools will assign a speech and language therapist as part of the responsibilities of the LEA.	
Physical Therapist	Shelby County Schools will assign a school physical therapist as part of the responsibilities of the LEA.	
Occupational Therapist	Shelby County Schools will assign an occupational therapist as part of the responsibilities of the LEA.	

All members of the Special Populations department will be endorsed in the appropriate area of certification. According to the Every Student Succeeds Act, ESSA, all educators who will teach special education courses must hold a valid special education endorsement to the courses that they will be assigned to. No waivers or permits will be issued. The appropriate endorsement codes are the following: Special Education Comprehensive K–12 Endorsement Code 461; Special Education Early Childhood pre-K–3 Endorsement Code 459; Special Education Gifted Pre-K–12 Endorsement Code 466. School Counselor Prek-12 Endorsement Code 487; English as a Second Language Endorsement Code 490. To hire these positions we will implement the hiring and recruitment process as identified in **Section 2.4** of this application. The job descriptions and duties for the Director of Special Populations, Special Education Teachers, ELL teachers, Paraprofessionals, Gifted Teacher, Counselor, and Speech Pathologist, were compiled from Achievement First, Uncommon Schools, and Memphis Shelby County Schools.

Head of Schools In addition to the Head of Schools responsibilities as identified in Section 2.4 of the application,

the Head of Schools will be responsible for managing and supervising the special education teacher, ELL Teacher, Gifted Teacher in years one and two. Some expectations include the following:

- Monitor compliance of documentation and legally mandated services for Empower Memphis Career and College Prep students with IEPs, 504 plans, ESL, and Gifted programs
- Monitor compliance and service hours for related services across Empower Memphis Career and College Prep
- Observe special populations team members informally and formally and provide feedback to teachers

Director of Special Populations Hired year three, reporting to the Lead Founder/CEO, the Director of Special Populations will assist in driving a culture of academic excellence and high levels of student achievement. The Director of Special Populations will work closely with the Head of Schools, Director of Operations and Culture, and teachers to support Empower Memphis Career and College Prep's academic vision and priorities. The description of job functions are as follows:

- Monitor compliance of documentation and legally mandated services for Empower Memphis Career and College Prep students with IEPs, 504 plans, ESL, and Gifted programs
- Establish and maintain relationships between district contacts for special populations
- Attend all manifestation meetings as the Empower Memphis Career and College Prep's regional representative
- Review data for FBAs after 4 weeks and data on BIPs biweekly
- Attend all mandatory professional development for special populations as the Empower Memphis Career and College Prep regional representative for the district and turn-key information as needed
- Complete all documentation for audits and compliance
- Attend all school meetings related to alternative placements for students
- Assist schools with developing programs for special populations
- Provide direct services hours to students if needed
- Monitor consistency and quality of Empower Memphis Career and College Prep special populations programming through walkthroughs, observations, data digs, and one-on-one's
- Facilitate professional development for leaders and teachers regarding compliance, instructional support, and best practices
- Inform school-based personnel of district, LEA, and additional professional development offerings
- Monitor teacher, related services, and student schedules to ensure students are receiving the appropriate amount of direct service hours through walkthroughs, observations, and service logs
- Support teachers with the lesson internalization process through modeling and coaching
- Assist counselors with the S-team process
- Assist school personnel with resolving parent complaints regarding services for special populations
- Support teachers in developing instructionally appropriate IEPs, ILPs, and 504 plans through professional development, office hours, and practice clinics
- Observe special populations team members informally and formally and provide feedback to teachers and managers
- Train and assist school-based counselors, ESL teachers, special education teachers, and multi-tiered student support personnel
- Ensure the appropriate accommodations for students are active when using on-line platforms
- Research and apply for grant opportunities on both district and school levels
- Monitor homebound requests and updates
- Update intranet with Special Populations resources as needed
- Identify students that meet or may meet the qualifications for Special Populations using PowerSchool Registration July-September

- Ensure students are coded correctly in Empower Memphis Career and College Prep and SCS PowerSchool subgroups
- Ensure students have the correct course codes attached to their schedule in Empower Memphis Career and College Prep and SCS PowerSchool
- Maintain and monitor accuracy of all databases for special populations including Easy IEP, ELLevation, Empower Memphis Career and College Prep and SCS PowerSchool, Illuminate, Fastbridge, etc.
- Ensure proper transfer of student files between districts and schools, including troubleshooting errors
- Monitor compliance of 504, ILP, and IEP hard files for compliance throughout the school year
- Obtain bids from potential related service providers and assist in final contract decision
- Review contracts to determine renewal
- Maintain relationships between contracted providers throughout the school year
- Serve as point of contact for concerns or needs in Empower Memphis Career and College Prep regarding contracted services
- Monitor compliance and service hours for related services across Empower Memphis Career and College Prep
- Obtain schedules and contact information for all contracted workers
- Develop partnerships with organizations to provide resources to Empower Memphis Career and College Prep

Special Educator Under the direction of the Head of Schools and the Director of Special Populations, the Licensed Special Education Teacher develops and provides specialized instruction to meet the diverse needs of students with disabilities in the student's least restrictive environment (inclusion, resource, self-contained). Additionally, the special education teacher will evaluate and assess student progress against instructional objectives, while adhering to local, state, and federal policies. The description of job functions is compiled from applitrack.[140]

Essential functions of the job may include but are not limited to the following:

- Provides research-based specialized instruction to address the instructional goals and objectives contained within each student's IEP.
- Assesses student progress and determines the need for additional reinforcement or adjustments to instructional techniques.
- Employs various teaching techniques, methods, and learning principles to enable students to meet their IEP goals.
- Develops and implements annual Individualized Educational Program (IEP) plans for students to include present levels of educational performance, special education needs, instructional goals and objectives, and the special education and related services required to meet those goals.
- Schedules team meetings and works cooperatively with child study team members and others in developing instructional goals and strategies.
- Coordinates the delivery of special education services in each student's IEP.
- Creates a positive learning experience emphasizing individualized instruction using appropriate sources.
- Serves as primary contact for the parent.
- Conducts special education evaluations and reevaluations.
- Provides direction, supervision, and evaluation of educational assistants as directed.
- Complies with School Board policies and all state/federal rules and regulations.
- Completes all district and state reporting requirements.
- Other functions of the job include but are not limited to the following:
- Establishes and maintains student control and discipline in the classroom, on school premises, or during

[140] https://www.applitrack.com/isd192/onlineapp/1BrowseFile.aspx?id=83045

school activities.

- Employs and implements a classroom structure and consistency to encourage student responsibility, cooperation, and mutual respect consistent with district policies and procedures.
- Collaborates and consults with educational professionals and community service providers (i.e., social services, public health, medical providers etc.) regarding the needs of students.
- Provides consultation to classroom teachers regarding classroom adaptations, instructional modifications, adaptive equipment, behavior modification plans, and other similar instructional interventions to meet the needs of students with disabilities.
- Performs other comparable duties of a like or similar nature apparent or as assigned

Paraprofessional Performs specialized work by assisting special education teachers in instructing and supervising the activities of students with disabilities to provide a well-organized, smoothly functioning classroom environment. The position is responsible for assisting assigned teachers in preparing instructional materials, preparing classrooms for activities, supervising and assisting children in the classroom and in other areas of the school, reinforcing classroom lessons, and providing other assistance as requested; incumbents may be responsible for assisting with special needs students or coordinating special projects and programs as assigned. The position works under the direct supervision of the special education teacher.

Essential functions of the job may include but are not limited to the following:

- Provides assistance to assigned teachers in maintaining a well-organized, smoothly functioning classroom for the benefit of both teachers and students.
- Assists students with exercises and class activities; concentrates efforts with small groups of students and individuals as necessary.
- Compiles, prepares, and organizes materials and classroom for instruction and classroom activities.
- Assists in cleaning and storing of materials after completion of activities.
- Reinforces all knowledge and skills taught by the classroom teacher.
- Assists by maintaining student records, recording daily attendance, grading assignments, administering standardized tests, recording and/or analyzing test scores/grades, substituting as needed, setting up special projects, escorting children to other areas of the school, monitoring student behavior, and running errands.
- Collects and receipts monies for monthly activity fees, school fees, school pictures, and/or meal fees.
- Supervises and assists students when unloading and loading buses, in the halls, on field trips, during testing, during lunch, during computer lab, and on school grounds.
- May assist students with special needs and/or in need of special attention; provides assistance with daily living routines, skills and concepts including personal hygiene, toileting, dressing, self-feeding; may assist with physical health programs including physical therapy and adjusting special/adaptive equipment for student use; lifts or assists students in and out of special needs equipment as necessary.
- Assists in establishing and implementing behavioral objectives. Models appropriate social and play skills; observes students' behavior and notifies teacher and/or school nurse of behavioral changes as appropriate; redirects behavior if possible; may work with individual students to help them adjust behaviorally and academically into mainstream classroom and social situations.
- May coordinate and/or participate in special programs or projects as assigned.
- Receives and responds to inquiries from parents and others; assists in preparing notes and placing phone calls to parents as necessary.
- Attends staff meetings as required; participates in in-service training programs; keeps abreast of developments in areas of assignment.
- Performs routine clerical tasks as required, including but not limited to preparing reports and records, copying and filing documents, entering and retrieving computer data, preparing notices and newsletters, receiving and responding to emails.
- Performs other related duties as assigned or directed.

Counselor/504 Chairperson Under the direction of the Director of Operations and Culture, (year 1) and the

Director of Special Populations (year 3), plans and provides for appropriate services for students. Provide an atmosphere and environment conducive to the intellectual, physical, social, and emotional development of all students. Monitor and evaluate student outcomes. Communicate and interact with students, parents, staff, and community. Develop, select, and modify guidance lessons and materials to meet the needs of all students. Monitor appropriate use and care of equipment, materials, and facilities.

Essential functions of the job may include but are not limited to the following:

- Implements a comprehensive guidance and counseling program based on state and District standards; collaborates with supervisor, other counselors, principal, assistant principals, faculty, staff and community resources in the planning, coordination, and assessment of the counseling program.
- Counsels individuals and groups of students in setting and developing strategies for the achievement of academic, social/personal development and other identified goals.
- Facilitates crisis intervention as needed to ensure school/student safety.
- Provides peer mediation as needed for students.
- Works to discover and develop special abilities of students.
- Works to resolve students' educational handicaps.
- Administers various tests to assess the development and needs of students.
- Provides referrals to various school, District, and community services when appropriate.
- Establishes and maintains confidential student case files; prepares and submits required records and reports.
- Attends meetings with staff and service providers to discuss individual student education plans and progress.
- Conducts conferences with parents to discuss student progress and problems; assists in presenting parent workshops as required.
- Participates with the principal and assistant principal in the coordination of student registration, course selection and student scheduling.
- Conducts data analysis of attendance, detention and failure rates and other factors to help determine guidance counseling needs in assigned school.
- May assist in monitoring students during recess and in the cafeteria, and/or during student drop-off or dismissal.
- Receives and responds to inquiries, concerns, and complaints in areas of responsibility.
- Performs routine administrative/office tasks as required, including but not limited to preparing correspondence, copying, and filing documents, answering the telephone, sending and receiving faxes, entering and retrieving computer data, and ordering supplies.
- Attends training, conferences, and workshops as appropriate to enhance job knowledge and skills.
- Perform other duties as assigned or directed.

Gifted Teacher Screen and provide identified gifted and talented students with appropriate learning experiences that develop potential and lead to advanced academic achievement. Provide services for gifted and talented students in Kindergarten through 8th grade, working in collaboration with administrators and teachers to provide supplemental support for increasing advanced student achievement for all students, specifically gifted and talented students through staff development, instructional planning, and classroom support for teachers through both a pull-out and push-in program.

Essential functions of the job may include but are not limited to the following:

- Creates an educational environment that is conducive to learning and appropriate to the maturity and needs of the students; prepares instructional materials for classes assigned and provides written evidence of preparation to supervisor/administrator upon request.
- Establishes a standard of classroom behavior; maintains classroom management in and outside of the school.
- Assesses the accomplishments of students on an established timetable and provides written and oral progress reports to parents/guardians, administrators and selected staff; administers tests and assessments.

- Plans curriculum and prepares lessons and other instructional materials to meet individual needs of students within state and school requirements based on the educational, physical, and emotional levels of student development.
- Confers with parents, administrators, specialists, mental health staff, and appropriate resource staff to develop educational programs for students.
- Creates learning materials geared to students abilities and interests.
- Instructs students by using educational strategies and techniques to improve sensory mother and perceptual-motor development, perception, memory language, communication skills, cognition, social, and emotional development.
- Motivates students and provides consistent reinforcement of learning skills and provides continuous assessment and feedback to students for all learning activities.
- Maintains accurate, complete, and correct records as required by law, and district and administrative regulations.
- Assists administration in implementing all policies and rules governing student activities and conduct.
- Sponsors student activities/clubs/teams/organizations as requested.
- Displays effective classroom management skills while providing a positive, nurturing environment that recognizes and promotes the unique characteristics and behaviors of gifted and talented students.
- Performs other related duties as assigned or directed.

ELL Teacher Under general supervision, plans, organizes, and presents instruction and instructional environments which help English Language Learners learn subject matter and skills that will contribute to their English Language Acquisition, academic skills, and social development. Monitors compliance of federal, state, and local policies governing the education of English Language Learners and the English as a Second Language Program (Title III, Elementary and Secondary Education Act -1965 I Every Student Succeeds Act -2015).

Essential functions of the job may include but are not limited to the following:

- Creates an educational environment that is conducive to learning and appropriate to the maturity and needs of the students; prepares instructional materials for classes assigned and provides written evidence of preparation to supervisor/administrator upon request.
- Establishes a standard of classroom behavior; maintains classroom management in and outside of the school.
- Assess the accomplishments of students on an established timetable and provide written and oral progress reports to parents/guardians, administrators and selected staff; administer tests and assessments.
- Plans curriculum and prepares lessons and other instructional materials to meet individual needs of students within state and school requirements based on the educational, physical, and emotional levels of student development.
- Confers with parents, administrators, specialists, mental health staff, and appropriate resource staff to develop educational programs for students.
- Creates learning materials geared to students' abilities and interests.
- Instructs students by using educational strategies and techniques to improve sensory motor and perceptual-motor development, perception, memory language, communication skills, cognition, social, and emotional development.
- Motivates students and provides consistent reinforcement of learning skills and provides continuous assessment and feedback to students for all learning activities.
- Maintains accurate, complete, and correct records as required by law, and district and administrative regulations.
- Assists administration in implementing all policies and rules governing student activities and conduct.
- Sponsors student activities/clubs/teams/organization and tutors students as requested.
- Performs other related duties as assigned or directed.

Contracted Speech/Language Pathologist The Speech/Language Pathologist assists in developing speech and

language skills to facilitate the personal, social, and intellectual development of students. In order to respond to the individual needs and abilities of students, the Speech/Language Pathologist must work closely with the staff and administration of the school district.

Essential functions of the job may include but are not limited to the following:

- Provide high-quality direct speech-language therapy services to students according to students' IEPs
- Conduct assessments, analyze results, and write reports to determine strengths and concerns in areas of speech, voice, fluency, pragmatics, language, and oral motor skills.
- Develop treatment plans (IEPs) that are strength-based as well as child and family-centered for overall educational improvement.
- Ensure evaluations, treatment plans, and service delivery are aligned with school, state, and federal guidelines.
- Consult with teaching teams to develop and implement curriculum modifications and appropriate classroom strategies such as visual supports, oral motor exercises, language strips, topics of conversation, and data collection.
- Ensure students' skills are generalized across settings by collaborating with teaching teams and related service providers.
- Complete treatment notes and progress reports in a timely manner and according to school policy.
- Manage a detailed log of services provided and services missed due to student or therapist absences.
- Document all aspects of work with students in EasyIEP according to school and state guidelines.
- Communicate and coordinate with the supervisor to ensure the school mission, philosophy, and procedures are embraced.
- Maintain an inventory of materials, assessments, and supplies.
- Maintain appropriate, confidential records and provide timely reports.
- Stay abreast of best practices in speech and language therapy and language development.
- Adhere to all district, state, and federal guidelines.

(b)Special Populations Plan

At Empower Memphis Career and College Prep, we are an inclusive school. As such, when planning for enrollment for students in special populations (special education, ELL, 504), Empower Memphis will create a schedule that meets the needs of the students. The schedule allots for one hour of RTI WIN ELA time and one hour of RTI WIN Math intervention time for intensive instruction and intervention, in grades K-2. In grades 3-8, students will have between 45-55 minutes RTI WIN ELA time and 45-55minutes RTI WIN Math time. For English Language Learners, who are new to the United States and require additional ELL support, we will use any time in access of what is required by law for intervention can be used in service of ELL students to support their ELL development. Once a student is enrolled in Empower Memphis Career, and College Prep, the Head of Schools Year 1 or Director of Special Populations Year 3, will request and review the student's file. They will assign a case manager to the student (special education teacher for students with IEPs, ELL teacher for ELL students, and school counselor for 504 students). The Head of Schools or Director of Special Populations and case manager will meet school staff within one week of the student being enrolled, during their 60 minute planning period, to review IEP at a glance, ILP at a glance, Accommodations at a glance, and/or behavior intervention plans to understand supports needed for each student and how to implement it with fidelity.

(c) Special Education Services: Methods for Identifying students with disabilities

The National Center for Learning Disabilities, NLCD, states that "inappropriately putting children into special education programs causes short-term and long-term harm, specifically for students of color, students from low-income backgrounds, and students of color from low-income backgrounds." (NCLD, 2020[141]). NCLD identified the causes of misidentification or identification disparities. They include systemic racial biases of low income students, placement disparities where students of certain racial and ethnic backgrounds are taught in more restrictive

[141] https://www.ncld.org/wp-content/uploads/2020/10/2020-NCLD-Disproportionality_Trends-and-Actions-for-Impact_FINAL-1.pdf

environments, and discipline disparities-Black, Hispanic, and Native American students are given harsher punishments in schools.

To avoid the misidentification of students with disabilities, Empower Memphis Career and College Prep will utilize the Response to Intervention protocol as identified in Section 1.4d which requires the school to conduct a universal screener, implement interventions, progress monitor, conduct fidelity checks, conduct monthly RTI Data meetings and after several data points have been collected, a referral to the Student Support Team. Similarly, behavior data from Liveschool- merits and demerits, referrals, and teacher comments, will be utilized to discuss student behavioral concerns. During RTI data meetings that focus on behavior, students that have excessive referrals or demerits will be discussed to determine the behavior interventions as identified in Section 1.10, that may help to improve students' behavior. After implementation of either Tier II and/or Tier III interventions , if concerns in behavior still persists, the student may be referred to the Student Support Team for additional support.

The Student Support Team consists of the Director of Special Populations (Year 3), Head of Schools, Lead Founder/CEO, Director of Operations, and School Counselor. Students can be referred to the Student Support Team through the RTI process, as described in **Section 1.3** of the application, a parent request, or a referral from a staff member. The referral is made to the school counselor. The Student Support Team will meet weekly to discuss any referrals or updates on students that have been referred for academic or behavior concerns. During this time the team will document concerns in addition to reviewing grades, behavior, and attendance. If the referral was made by the parent, the school will also have the M-SCS school psychologist present. If the school psychologist is present, he/she will explain the referral process. If he/she is not present the Head of Schools (Years 1-2) or Director of Special Populations (Year 3) will explain the process. The team will also develop a plan to implement supports to yield student success whether academic or behavioral. The team will meet every 4 weeks to review the plan. During the first 4 weeks of the plan the school counselor will work with the parent and partnering agencies if necessary to obtain current hearing and vision screening and medical certification if needed. When the team returns in 4 weeks, they will review the student's progress. If the student is making progress the team will continue with the current intervention and meet monthly to review progress. If the student is not making progress the team will modify the current plan, and if all documents are received, schedule a consent meeting with M-SCS school psychologist and M-SCS speech therapist if needed. If the team is looking at SLD as a potential disability, the team will continue to meet every 4 weeks and have the M-SCS school psychologist review the student's RTI file at 4, 8, 12, and 16 weeks. Once the student has 16 weeks of data and the M-SCS school psychologist has reviewed the information, a consent meeting can be scheduled for 4 weeks out. Once consent is signed, the Head of Schools (Years 1-2) or Director of Special Populations (Year 3) will monitor the process to ensure that the 60 day timeline is met.

If a student has been referred to the Student Support Team or the parent has requested an evaluation for special services, Empower Memphis Career and College Prep will facilitate the Eligibility process that is outlined below. The Head of Schools (Years 1-2) and Director of Special Populations (Year 3) will be the lead administrator who will oversee facilitating this process with integrity.

- **Initial Consent Meeting** Under the Individuals with Disabilities Education Act (IDEA), the school must ask for parental/guardian consent to conduct an initial evaluation or re-evaluation of students or to provide special education services. Therefore, an initial consent meeting is a formal meeting to obtain consent from the guardian of a student that is demonstrating academic or behavioral concerns for further evaluation. Within 10 days of the Initial Consent meeting, the parent or guardian must receive notice of the meeting. All required members must be present at the meeting, which includes the school psychologist, speech and language (if speech or language evaluation is needed), special education teacher, parent, the Head of Schools (Years 1-2) and Director of Special Populations (Year 3), and any other required staff (general education, counselor, etc.). During the initial consent meeting, the parent will receive an explanation of the Procedural Safeguards. The S-Team will review areas of concern and present data. The parent will sign the Initial consent, which states the assessments that will be administered. The Special Education Teacher will complete the prior written notice and read it to the team. The team must determine eligibility within 60 school days of the initial consent meeting. The Team determines the date for the Eligibility Meeting. All documents from the Initial Consent Meeting are uploaded into EASYIEP within 48 hours of the meeting.
- **Eligibility Meeting** An eligibility meeting is a meeting in which the parent/guardian must receive 10 days' notice for the Eligibility meeting. All team members must be present for the determination meeting which includes the Head of Schools (Years 1-2) and Director of Special Populations (Year 3), school psychologist, special education, general education, related service (as needed), and parent/guardian.. The

parent/guardian is reminded of Procedural Safeguards and offered another packet and explanation. The School Psychologist will review the evaluation results for the team. If a related service provider completed an evaluation, they will then review their results for the team. Based on the results, the team will determine if the student qualifies for special education under a Tennessee State Disability Category and sign the eligibility report. A "Not Eligible" report is filled out if it is found the student does not meet the appropriate criteria. The Special Education Teacher will fill out prior written notice and read the notes to the team. The parent/guardian is given a copy of all paperwork. The Team then has thirty days to develop an Individualized Education Plan *(it is best practice to do it at the eligibility meeting)*. All documents from the Eligibility Meeting are uploaded into EasyIEP within 48 hours.

- **IEP (Individualized Education Plan) Meeting** The Team develops an IEP at either the Eligibility meeting or within 30 days of Eligibility Determination. The parent receives 10 days' notice for the IEP Planning meeting. All team members must be present for the development of the IEP: the Head of Schools (Years 1-2) and Director of Special Populations (Year 3), school psychologist, special education, general education, related service (as needed), and parent. The parent/guardian is reminded of Procedural Safeguards and offered another packet and explanation. The Team develops the IEP based on students' current levels of performance. The Team signs an agreement for the completed IEP. The Special Education Teacher will fill out prior written notice and read to the team. The parent/guardian is provided with a copy of all paperwork. All paperwork must be uploaded into Easy IEP and placed in a Red File within 48 hours. All teachers who provide instruction to the student will receive a copy of the IEP-at –a Glance within 24 hours.

Specific Instructional Programs for students with IEPs Once an IEP has been developed for a student, the services will start immediately or in accordance with the IEP. All accommodations and/or modifications listed in the IEP will be implemented as outlined in the IEP, by all staff members. The Head of Schools (Years 1-2) and Director of Special Populations (Year 3), and the special education teacher will review accommodations and modifications with general education teachers to ensure they understand the supports and how to implement them properly. Additionally, general education teachers will be provided with a copy of all students' IEP@aglance outlining accommodations and modifications to reference when creating lessons in iReady, Reading Mastery, Heggerty, CKLA, EL, Eureka, Stemscope, and Gallopade. Descriptions of the curriculum can be found in **Section 1.3** of the application.

Students will be educated in their least restrictive environment based on the data presented and the team decision. All students with disabilities will have the option to participate in extra-curricular and non-academic activities. As a result of the varying needs of diverse learners, Empower Memphis will ensure that the following special education placements are available for students who qualify:

- Inclusion In an inclusion setting, students with disabilities will be educated in a general education classroom with their grade level peers. The special education teacher will serve as the co-teacher in the classroom, and will work with the general education teacher to plan and implement instruction with a class that includes students with disabilities. The general education teacher and the special education teacher will determine the most appropriate co-teaching method to providing instruction to students. Approaches to co-teaching that teachers may implement include the following:

    - One Teach, One Observe: With this approach, one teacher leads instruction while the other teacher collects observation data. After the instruction both teachers collaborate to discuss the information gathered.
    - One Teach, One Assist: With this approach, one person would provide the primary instruction, while the other teacher aids students as needed.
    - Parallel Teaching: In this approach, both teachers cover the same information, however the class is divided into two groups, where each teacher is assigned to a group to provide instruction.
    - Station teaching: With this approach, teachers divide content and students. Students rotate between both teachers to receive instruction on the content that has been identified by each teacher.
    - Alternative teaching: With this approach, one teacher takes responsibility for the majority of students, while the other teacher works with a small group.

    - Team teaching: With this approach, both teachers deliver instruction to all students at the same time.
- Resource For students who require resource services, the special education teacher will be responsible for providing these services in an individualized and/or small group setting for a portion of the day. The special education teacher is responsible for providing ways in which the curriculum and methodology can be differentiated for students.
- Functional Skills/Self-Contained Setting In a Functional Skills/Self Contained setting, instruction will be provided at the student's functional level with an emphasis on daily living and independent skills. The special education teacher will assume primary responsibility for providing instruction. We will utilize the Functional Independent Skills Handbook as the curriculum to support students in this setting.
- Academic Intervention In this setting students will work on their deficit skills that have been identified through the universal screener and/or progress monitoring data, collected from MAP and IReady data, as well as IEP goals and/or objectives.

Plans for Monitoring IEPs will be monitored using EasyIEP to ensure that plans stay in compliance and updated. Additionally, the Director of Special Populations will complete weekly observations to ensure that the plans are being implemented with fidelity for both service hours and accommodations and modifications. General education teachers will document which accommodations and modifications were implemented for tasks in PowerSchool. Special education teachers will review students' grades weekly using PowerSchool to monitor student progress in class in addition to completing progress reports every 4 weeks on IEP goals. If in fact the student is not being successful on performance in class and/or IEP goals, the special education teacher will schedule an addendum meeting to modify and revise accommodations and modifications to ensure student success. In addition, the Head of Schools (Years 1-2) and Director of Special Populations (Year 3), will be in direct contact with the Special Education Instructional Advisors to coordinate monitoring and evaluation schedules as determined by the district.

For students with an IEP or 504 plan that have documented behavioral needs through goals and objectives, FBA, and/or BIP, their progress will be monitored based on IEP progress reports and Behavior Intervention Plan fidelity checks. Data will continue to be reviewed and appropriate adjustments will be made as needed.

Plans for Exiting Students will be exited from special education services through the Reevaluation process. A re-evaluation meeting is conducted every three years to evaluate the progress of the student. However, a parent may request for their child to be exited prior to their scheduled reevaluation meeting,. During the re-eevluation meeting, an extensive review of formative and summative data, parent input, observations, etc is discussed. The IEP team may recommend the exiting of the student from receiving special education services if the data supports this decision. In addition, the parent may request for their child to be exited, even if the data substantiates that the child should continue receiving services. In that case, the IEP team will move forward with the parents request and notate that their concern with the student exiting the program.

Plans for Promoting Graduating To ensure appropriate matriculation of students in special populations Empower Career and College Prep will implement several support measures along the way. Empower will begin by ensuring that all staff members are appropriately trained on the IEPs, ILPs, and BIPs for each student and how to properly implement accommodations, modifications, and scaffolds. The Director of Special Populations alongside the ESL teacher and Special Education teacher will assist with facilitating these training sessions. The Director of Special Populations and school leaders will conduct fidelity checks in classrooms as well as review lesson plans during internalization meetings to ensure that differentiated instruction and planning for students in special populations is taking place. In the event a student is not successful with the implementation of current supports a meeting will be held to make necessary changes. Students will also have the opportunity to participate in tutoring, fall, spring, and summer break camps, supplemental or extra credit assignments, test corrections, and extended school year to ensure they remain on track for graduation. As students transition from elementary to middle school, Empower Career and College Prep will partner with local Vocational Rehabilitation for Pre-ETS services to begin programming planning for post-secondary education and/or job training.

(d) Describe the following related to English Learners (EL) in accordance with State Board Policy 3.207:

- **Methods for identifying EL students and avoiding misidentification;**
- **Specific instructional programs, practices, and strategies the proposed school will employ to ensure academic success and equitable access to the core academic program for EL students;**
- **Plans for ensuring individual learning plans (ILPs) are maintained and addressed; and**
- **Plans for monitoring and evaluating the progress and success of EL students including exiting students from EL services**.

English Learners WIDA's mission is to "advance academic language development and achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators." Empower Memphis Career and College Prep will follow the Tennessee State Board of Education's ESL program policy 3.207. Every school will staff an ESL certified or endorsed teacher to provide the ESL services. The following are program guidelines under the ESL policy 3.207 that Empower Memphis Career and College Prep will follow according to law.

Identification As part of the enrollment process, each family will complete a Home Language Survey to indicate whether the family's home language is English or non-English. The Director of Special Populations will review PowerSchool to compile a list of all students whose home language is non-English. The Director of Special Populations will contact M-SCS to determine if the student has a language screener on file or WIDA results that may not be listed in ELLevation. If the student has taken the WIDA assessment, and information is not stored in the ELLevation platform the previous school will send Empower Memphis Career and College Prep a copy of the ESL file. If the student has not taken the WIDA, is a newly entered student, or just starting school (K) they will be given the ACCESS or WIDA ACCESS screener within 30 days of their start date by the ESL teacher. The ESL Teacher will send home a letter of service notification within 30 day of enrollment and screening. This will inform the parents of the right to services and the ability to decline services. and scaffolding within the general education setting as described in the student's ILP.

Instructional Programming and Services Each ESL student will have a service plan and schedule with listed ESL services in their cumulative file. Plans will be kept in the students cumulative file and with the ESL teacher. Student schedules will reflect their ESL service hours based on their level. ESL teachers will update families every quarter on progress on the ESL standards. At the elementary and middle level an ESL certified teacher is to provide direct services 1 to 2 hours per day for pre-functional, beginning, and intermediate ELs (WIDA level 1.0 to 3.5 on composite and literacy). Elementary and middle students at an advanced level (WIDA level 3.6 to 5.0 on composite and literacy) may have programs tailored to their needs including, but not limited to, fewer hours of direct instruction, skills-based interventions, and other recommendations thatre meet their needs. ELs should continue to receive up to 1 hour of direct service until they achieve English Proficiency (WIDA 5.0 or higher on composite and literacy). Neither Response to Instruction and Intervention (RTI2) nor special education services shall be used in place of Direct ESL Services. Transitional EL students are considered proficient and mainstreamed in the regular classroom with monitoring for 2 years. If the student shows a decline or difficulty, then they are to receive meaningful ESL support immediately. ESL teachers will meet regularly with general education teachers to provide assistance with the implementation of scaffolds identified on the ILP. The ESL teacher will develop the ILP based on teacher input and WIDA scores, which determine the "I can" statements or goals that students should work toward. Based on the input received from the monitoring forms by general education teachers, ESL teachers will modify and revise ILPs as needed to promote student success. Each general education teacher will have a copy of these scaffolds to reference when planning lessons. Some specific instructional strategies and practices that would support ELs include implementation of visuals, the use of sentence stems, content provided in both English and Spanish, and graphic organizers. If the parent(s) or guardian(s) waives Direct ESL Services for the student, the general education classroom teacher shall be responsible for providing Indirect ESL Services in the form of linguistically appropriate accommodations and scaffolding within the general education setting as described in the student's ILP.

Plans for monitoring and evaluating the progress and success of EL Students EL and transitional students (T1 and T2) will be monitored by general education teachers and ESL teachers using the ELLevation platform. ELLevation will compile all general education and ESL teacher input. The ESL teacher will review all information and make updates to the ILPs in the form of scaffolds and accommodations as needed. Additionally, the ESL teacher will ensure EL students are monitored every 4 weeks, whereas, transitional (T1 and T2) students are monitored quarterly. If a transitional student begins to struggle prior to reclassification the team should review grades, attendance, observations, implementation of RTI, implementation of instructional supports, and determine if the

difficulty is linked to language proficiency or a disability. (Law states Each LEA shall have a written reclassification procedure to be used for exited EL Students who require reentry into the ESL program. The LEA shall apply its reclassification procedure if academic or non-academic interventions are unsuccessful).

Exiting Students from EL Services ELs who score 4.2 composite or higher and 4.0 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. During this transition period, T1 and T2 students shall be monitored and served as needed. Students in the third and fourth 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 district's EL subgroup with T1 and T2 students for accountability purposes. If a student was exited from ESL services by another state, the exit shall stand as valid. EL students who take alternate exams for TNReady, as determined by their IEP team shall be considered for exit from ESL services through the WIDA Alternate ACCESS for ELLs assessment. EL students who achieve a P1 composite or higher and P1 literacy or higher on the WIDA ALT ACCESS assessment shall be exited from Direct ESL Services.

(e) Describe the following related to at-risk students:

- **Methods for identifying at-risk students through academic and behavioral processes; and**
- **How the proposed school will address the learning needs of at-risk students and monitor their progress. Specify the programs, strategies, and supports that will be provided.**

Identification Empower Memphis Career and College Prep will identify at-risk students through the use of NWEA's MAP and iReady assessment data at the beginning of the year and as students enroll throughout the year. Students who fall in the lowest percentile of each of the assessments in Reading and Math will be placed into either Tier II or Tier III supports.

Instructional Programming Students who are receiving Tier II or Tier III intervention will receive the supports during the What I Need (WIN) instructional block. As described in **Section 1.3** of the application, the WIN block is where students will receive targeted intervention and instruction to support the needs of students. Depending on the needs of students, students will receive direct or indirect computerized instruction for a variation of days. Students in a Tier II reading or math group will receive 3 days of computer instruction and 2 days of direct instruction. Students in Tier III groups will receive 3 days of direct instruction and 2 days of computerized instruction. Instruction will be implemented on the student's instructional level and highest deficit area.

Monitoring Empower will conduct data meetings every 4 weeks to review student performance. Based on the student performance the team will determine if the student interventions should remain the same or warrant a change to the teacher, time, or tool. Additionally, fidelity checks will be conducted weekly to ensure that the intervention is being facilitated properly. In addition, the Director of Special Populations will be in direct contact with the ESL advisors to coordinate monitoring and evaluation schedules as determined by the district.

(f) Gifted Students: Describe the following related to gifted students:

- **Methods for identifying and meeting the needs of intellectually gifted students, including specific research-based instructional programs, practices, strategies, and opportunities the proposed school will employ or provide to enhance their abilities; and**
- **Plans for monitoring and evaluating the progress and success of intellectually gifted students.**

Identification Students can be referred to the gifted program by a parent, staff member, or based on review of formative and summative data that has been collected by the school which shows that the student is high performing in academic areas and shows increased creativity. The gifted referral must be presented to the gifted teacher via email. K-2 students must show they can read at least two grade levels above their peers. All students go through the screening process in the third grade and during that year must become state-certified with a TN gifted IEP or will discontinue receiving CLUE services at the end of grade 4. The comprehensive evaluation involves collecting information from parents and teachers. In addition, the student must be given an IQ test and, when needed, achievement tests to meet the state's eligibility criteria of intellectual giftedness. The gifted teacher will schedule a S-team meeting with all required parties to discuss the referral process. During this time the gifted teacher will provide the general education teachers and parent with the observation checklist. Additionally, the gifted teacher

will complete the TnTOC and TnPIF. The gifted teacher will ensure that a current vision and hearing is on file by having the parent sign consent to have testing completed by the school nurse, have the parent submit a copy of hearing and vision assessments from their private physician, or assist with scheduling appointments with partnering agencies such as Mobile Eyes, Well Child, or Colonial Hearing and Vision. Once all documents are complete the gifted teacher will contact the M-SCS School psychologist and remaining participants of the S-team to schedule a consent meeting. The eligibility process as described in the prior section of this document will be followed to determine services.

Instructional Programming Students in Grades K-5 will receive literacy-based enrichment that integrates all subjects through pullout services no less than 3 hours a week. This can be achieved during RTI^2 intervention time through an enrichment group, during the ELA class time, or during a separate part of the day. Grades 6-8 have the option of pullout services (see above) or placing the student in a higher level class (next grade level, algebra, etc.). If the student is placed in a higher-level class, they can be placed on consultation services.

Monitoring The Gifted Teacher will be responsible for keeping all students with Gifted services IEP's in compliance which will consist of conducting IEPs and eligibility meetings in a timely fashion, reviewing present levels of performance, and creating and facilitating lessons that promote and extend learning . The Gifted file must be kept in the same space as Special Education files. Files in EasyIEP must remain in compliance (green), if they are non-compliant, an Out of Compliance Monitoring Form will be sent to the teacher and school leader. The teacher and school leader must complete the form which indicates why the student is out of compliance and that information will be shared with the Memphis-Shelby County Schools Special Education Advisor.

1.10 School Culture and Discipline

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

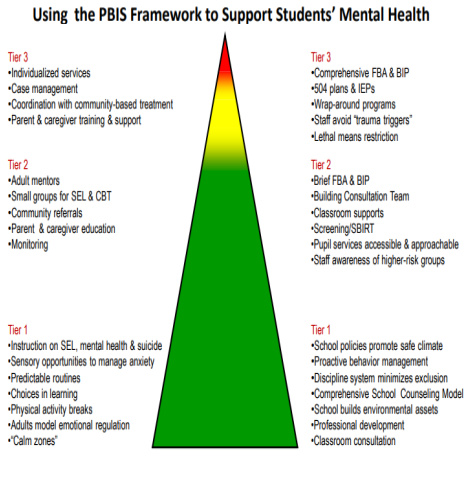
Please see the Student Handbook as **Attachment B**.

(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.

Empower Memphis Career and College Prep intends to create a school culture and climate that allows for the fulfillment of our mission to accelerate academic achievement, foster individuality, and cultivate career mindsets. At the 2016 Democratic National Convention, Michelle Obama coined the phrase, "When they go low, we go high" and further elaborates this statement to mean "your response has to reflect the solution. It shouldn't come from a place of anger or vengefulness"[142]. Using this statement as our "how" for developing the culture of Empower Memphis Career and College Prep, we developed the SOAR values of Responsible, Respectful, and Reflective to embody the school's core values and aligned it to our mascot, the Eagle. An Eagle "symbolizes a sense of courage and a desire to explore and grow. It represents those who are seekers of knowledge and who are willing to push the limits of self-discovery and personal freedom." We believe that our SOAR values, Responsible, Respectful, and Reflective, will promote a positive academic environment as it encapsulates our 7 Eagle Habits. Through the use of Positive Behavior Intervention and Supports, students will receive explicit instruction and practice on the observable behaviors aligned with our values. The academic habits associated with our core values will be accessible to all students, allowing for all special populations, ELL and special education students, the ability to thrive as these values will also be posted in classrooms and throughout the school. We believe that as a result of our methods for promoting a positive learning environment through PBIS our SOAR values, Eagle Habits and character development curriculum we will be positioned to meet and exceed our goals.

Empower Memphis Career and College Prep intends to use Positive Behavior Intervention and Supports as the three-tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. We will use common language and expectations, consistent behavioral teaching practices, consistent behavioral response guidelines, and data to guide procedural and policy decisions. As indicated, research suggests having consistent expectations across the school, explicitly teaching behavioral expectations, acknowledging expected behaviors, and handling behavioral violations consistently.[143]

1.10(a): PBIS Framework



Tier I includes establishing school-wide expectations to support a sense of safety and inclusion among students and staff, teaching and modeling those expectations within different settings, positively acknowledging students, and having a clear process for responding to behaviors[144]. We will use our SOAR values, schoolwide expectations, and character development, as our universal approach to teaching behavior.

Our SOAR values: Responsible, Respectful, and Reflective, are aligned to our Eagle Habits which stem from Sean Covey's 7 Habits of Highly Effective Students. We define Responsible to mean doing what you are supposed to do and accepting the results of your actions. Respectful means treating other people the way you would like to be treated and acknowledging the thoughts and opinions of others and Reflective means being self-aware and thoughtful about decisions.

Character Development To support our SOAR Values and Eagle Habits, we will utilize the Leader in Me curriculum as our resource for character development. The Leader in Me is a research-based CASEL-approved approach toward Social Emotional Learning that helps create a culture of student empowerment and systems that drive academic success. 5 key paradigms that are the basis of the curriculum are: everyone can be a leader, everyone

[142] https://www.cnbc.com/2020/02/12/michelle-obama-on-famous-catchphrase-when-they-go-low-we-go-high.html
[143] https://decatur.philasd.org/pbis/
[144] https://www.pbis.org/pbis/tier-1

has a genius, change starts with me, educators empower students to lead their own learning, and develop the whole person. “Leader in Me helps students learn how to become self-reliant, take initiative, plan ahead, set and track goals, do their homework, prioritize their time, manage their emotions, be considerate of others, express their viewpoint persuasively, resolve conflicts, find creative solutions, value differences, and live a balanced life. The process helps students develop the skills and self-confidence they need to lead their lives and succeed in school and beyond.”[145] Using Sean Covey’s “Leader in Me” Framework students will learn about the 7 habits of highly effective students during daily Morning Meetings and make connections with how those habits apply in school and career throughout the day. A description of The Leader in Me can be found in **Section 1.3** of the application. The table below includes the 7 habits from the Leader in Me. [146]

Figure 1.10 (b): School Expectations

School Expectations		
Soar Values	Eagle Habits	Student Actions in school
Responsible	Habit 1: You’re in Charge: ● I take initiative. ● I do not blame others for my actions ● I choose my actions, attitudes, and moods Habit 2: Have a Plan ● I plan ahead and set goals. ● I set priorities, make a schedule, and follow my plan Habit 3: Work First, Then Play ● I spend my time on things that are most important ● I say no to things I should not do ● I am disciplined and organized	● I follow directions the first time they are given. ● I am prepared with all my materials. ● I set goals for myself and make a plan of action. ● I monitor my time and focus on tasks that I need to complete. ● I accept consequences without getting frustrated.
Respectful	Habit 4: Everyone can Win ● When conflicts arise, I look for third alternatives ● I balance courage for getting what I want with consideration for what others want. ● I make deposits in other’s Emotional Bank Accounts. Habit 5: Listen before you talk ● I listen to other people’s ideas and feelings. ● I try to see things from their viewpoints. ● I listen to others without interrupting ● I am confident in voicing my ideas.	● I keep my hands and feet to myself. ● I use a calm tone to diffuse a situation. ● I work collaboratively with others when assigned group assignments.

[145] https://www.leaderinme.org/
[146] https://www.leaderinme.org/

Reflective	Habit 6: Together is Better ● I value other people's strengths and learn from them ● I seek out other people's ideas to solve problems because I know that by teaming with others, we can create better solutions than anyone of us can alone. Habit 7: Balance feels best ● I take care of my body by eating right, exercising, and getting sleep. ● I spend time with family and friends. ● I learn in lots of ways and lots of places, not just at school.	● I ask questions to learn how to fix my mistakes. ● I try different strategies to solve problems.

(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.

It is essential that we build a community between students, families, and staff. Children can be at their best when there are clear expectations, appropriate consequences, and opportunities to make things right. We believe that when we teach, model, and practice behavioral expectations throughout the school year, it creates clarity on schoolwide expectations. In order to create, implement and sustain the Empower Memphis Career and College Prep culture over time, it is essential for us to provide ongoing planning, professional development and support, to all stakeholders, students, teachers, administrators and parents from the onset of the school.

Planning During the planning year of Empower Memphis Career and College Prep, the Lead Founder/CEO and the Director of Operations and Culture will play a critical role in developing the school culture. The Lead Founder/CEO will be responsible for creating the career culture that will be established at Empower Memphis Career and College Prep. The Lead Founder/CEO will establish partnerships with businesses that will support the K-2 clusters of study. The business partners will be used as the classroom homeroom names, as part of the career fairs, and the tours. The Director of Operations and Culture will be the lead administrator of the development of the school behavior culture of Empower Memphis Career and College Prep. During the planning year, the Lead Founder/CEO and Director of Operations and Culture, will finalize the Staff Handbook that outlines our SOAR values, character development, and the essential systems that will be implemented in the school.

Professional Development We believe that in order to create and sustain a positive school culture, it requires the support of all stakeholders, staff, students, and families. As such, Empower Memphis Career and College Prep intend to provide professional development to all stakeholders during the school year. Staff development will occur through Summer Leader Academy and Staff Summer Professional Development. Administrators such as the Head of Schools and Director of Special Populations will begin learning about each element of our school model. During Summer Leader Academy, the sessions on culture will be led by the Director of Operations and Culture. Leaders will learn about the mission and vision of the school, Positive Behavior Intervention and Supports, The Leader in Me Character Development curriculum, and our core values. Through live practice, role plays and analysis of teacher videos, we plan to equip the leaders of Empower Memphis Career and College Prep, first, so they can be models for staff, students, and families. During Staff Summer Professional Development, teachers and staff will receive the same training that the leaders received during Summer Leader Academy. In addition to the topics mentioned, teachers will receive Live School training, training on specific Teach Like a Champion techniques that support the culture we intend to have, and behavior interventions that we intend to employ. **Figure 1.10(c)** describes the Teach Like a Champion techniques that we intend to use. Secondly, teachers will receive scripted lesson plans for the first days of school, created by the Director of Operations and Culture in collaboration with the Lead Founder/CEO. These lessons will be provided to students during Student Orientation week.

Figure 1.10 (c): TLAC Teacher Techniques

TLAC Teacher Technique[147]	Description
Narrate the Positive and Precise Praise (Teach Like a Champion, Technique 44)	In teaching it's helpful to use "prompting" to help redirect behavior. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The precise praise of another student serves as a reminder to the poorly behaved student.
"What to Do" Redirections (Teach Like a Champion, Technique 37)	Use a specific, concrete, observable, and/or sequential, direction to students. This helps students to know "what to do," instead of focusing on the "why."
Do It Again (Teach Like a Champion, Technique 39)	When students fail to successfully complete a basic task that you've shown them how to do, doing it again and doing it right, better, or more perfectly will help the student to remember how to do it the right way in the future.
J Factor (Teach Like a Champion, Technique 49)	Bring energy, passion, zest, and creativity into each lesson.

Student Orientation During the first week of school, all students will participate in the Empower Memphis Eagle Student orientation, where they will learn about the school culture through practice. A description of expectations will be provided to students that include merits and demerits, incentives, and consequences during Morning Meeting. Throughout the week, teachers will explain classroom expectations, hallway expectations, recess expectations, and lunch and arrival expectations that reflect our core values, Responsible, Respectful, and Reflective. As students demonstrate positive expectations, students will earn a merit in grades 3-8 or move their clip up in grades K-2. Students will have repetitive practice, if students are unable to demonstrate specific behaviors as identified in our core values. By the end of the week, the school counselor or the Behavior Success Coach will be responsible for providing the orientation during lunch. In addition, teachers will also model expectations for students. Daily reports will be provided to students with an update on student behavior. Bi-weekly paychecks will be distributed that identify the amount of merits that students have earned.

Parents Parents will learn about the culture of Empower Memphis Career and College Prep from the Student/Parent Handbook that they receive as part of the Enrollment process, from the Enrollment Block Party and Parent Orientation at the beginning of the School Year, and during Open House at the beginning of the school year. For students who enroll after the Open House date, parents will sign up for a mandatory orientation that will occur within five business days after enrollment.

(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.

Empower Memphis Career and College Prep is committed to providing a learning environment where all students, students with disabilities, English Learners, and students at risk of academic failure or dropping out, are included. All students will have access to the Tier I interventions Soar Values, Eagle Habits, and Character Development. For students that may need additional behavior support, we will review merit, demerit and student referral data from LiveSchool as well as attendance data from PowerSchool, to determine the supports that students may need. This

[147] https://teachlikeachampion.org/

data will be discussed as part of the data meeting process for RTI B. The following Tier II and Tier III interventions will be available for all students if needed.

For students that may need additional behavior support, the following Tier II and Tier III interventions will be available.

Tier II Behavior Interventions Tier II behavior interventions include behavior contracts, Check In & Check Out, Social Skills sessions, and Restorative Circles. Behavior contracts provide details on the expectations of the student and teacher in meeting the expectations of the behavioral concern. The student has input on the contract for identifying the appropriate behaviors and earning rewards. Check In & Check Out will focus on improving students' classroom behaviors through motivation. The student is working on 2-3 target behaviors based on Live School data. Students will work on identified skills, and if, at the end of the day/lesson/class, they accomplish those behaviors as assessed on their Daily Point Sheet, then the student gets the reward/incentive. Teachers complete the Daily Point Sheet, engage in one-minute check-in/out at the end of class and give students feedback on their progress. A Behavior team member reviews the Daily Point Sheet with the students. Social Skills sessions teach students appropriate behaviors when dealing with everyday interactions. Topics include bullying, anger management, respectful responses, self-regulation, grief, or trauma. Restorative Circles require students to participate in circles with other students with similar needs, mentors, and staff to reflect, address who has been harmed by their behavior, discuss strategies for restoring relationships, and do goal setting toward behavioral success as a group.

Tier III Behavior Interventions Tier III includes interventions for students who do not respond to Tier I or Tier II interventions and supports. Tier III interventions involve the implementation of specialized, one-on-one systems for students. Each student will have a Student Support Plan that will be used to monitor their progress and designed in collaboration with the Director of Operations and Culture, school counselor, Behavior Success Coach, teacher, and parent. Individual Counseling sessions will also be provided to students to help with self-regulation, behavior, or character. In the case where students are not making adequate progress with the behavior supports that are being provided, the team will refer the student S-team for additional support.

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

Empower Memphis Career and College Prep's Discipline Policy is included within **Attachment B**, as well as separated in **Attachment C**.

(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;**
- **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;**
- **An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings;**
- **The job description and qualifications of the administrative individuals responsible for carrying out the school's discipline policies; and**
- **How students and parents will be informed of the school's discipline policy.**

At Empower Memphis Career and College Prep, we believe in the importance of clear expectations and consequences, with opportunities for students to reflect to make appropriate choices. Through reflective and restorative practices, we will utilize Positive Behavior Interventions and Supports as our approach toward student discipline for specific behavior infractions. Discipline will be progressive in that depending on the infraction; the first behavior infraction will usually merit a reminder or a lighter penalty.

To promote good discipline, we will provide Tier I proactive interventions to ensure students are clear about expectations. Our Tier I practices include:

SOAR Values Our SOAR values of being Respectful, Responsible, and Reflective are the traits we embody as an

Empower Memphis Eagle. Responsibility means doing what you are supposed to do and accepting the results of your actions. Respectful means treating other people the way you would like to be treated and acknowledging the thoughts and opinions of others. Reflective means being self-aware and thoughtful about decisions.

Schoolwide Expectations Our SOAR values of Responsible, Respectful, and Reflective drive our behavioral expectations. Students are explicitly taught the expectations throughout the school year.

Character Development Through the Leader In Me, our social-emotional, leader, and character development curriculum, students will learn about the 7 Habits aligned with our core values.

Merits and Demerits We will use merits and demerits to assist with helping students make good choices. Merit points encourage positive and responsible behavior, while demerit points discourage inappropriate behavior. Students in grades K-2 will earn merits for attendance and for their ability to display positive behaviors as indicated by their clip chart color. In grades 3-8, students will earn merits for attendance and demonstrating positive behaviors. Students will earn demerits for inappropriate behaviors.

Clip Chart In grades K-2, students will have multiple opportunities to earn merits through the clip chart system, which will be posted in the classroom. Students' clips will move up and down the clip chart throughout the day due to their behavior. As students move down the clip chart, teachers will indicate the behavior that warranted the movement of the clip in Live School. Before lunch, the teacher will give merits to students based on the color they are on. Students' clips will be reset to "Ready to Learn," after they return from recess to show that there is a fresh start. The same expectations apply in the afternoon. Students earn merits based on their color at the end of the day.

Live School Live School will be used as the platform teachers and staff will use to capture the merits and demerits students earn. To earn a merit, students must demonstrate actions aligned with our core values, Responsible, Respectful and Reflective.

Communication

- **Daily Reports** Daily reports will be sent home each day for parents to review with their children.
- **Paychecks** Paychecks from LiveSchool will be sent home every two weeks. The reports will include the number of merits and demerits earned and any feedback, positive and opportunities for improvement, that teachers want to share. The number of merits that students earn will be used towards the variety of incentives that students may earn.

Incentives Incentives will take several forms and will be distributed on a daily, weekly, and quarterly basis. Examples of incentives that students will earn include:

- *Treasure Chest:* Students may earn a prize from the classroom treasure chest each day. Prizes can include stickers, pencils, etc.
- *Friday Celebration:* During grade level morning meeting, teachers will celebrate students who earned the most merits for the week, who had perfect attendance for the week, or demonstrated SOAR values.
- *Eagle of the Month:* On the last Friday morning of each month, the Eagle of the Month will be announced during Morning Meetings. This will be given to a student from each homeroom who has exemplified the core values and their expectations with 100% consistency for the month. They will receive a certificate to take home and will be acknowledged quarterly Eagle Celebrations.
- *Quarterly Eagle Celebrations:* These celebrations will celebrate students who made Honor Roll, Principal's Honor Roll, Perfect Attendance, MAP Growth, etc. in the morning. In the afternoon, students who have earned the target number of merits for the quarter will be invited to the afternoon celebration, which can include a Glow Party, Luau, Fall Festival, etc.

Code of Conduct It is important that all members of the Empower Memphis Eagle Community, students, staff, and families, know and understand the behavior expectations and consequences if expectations are not met. The Code of Conduct provides the school with a comprehensive description of unacceptable behaviors that applies during school, before and after school, while on school property, at all school-sponsored events on campus or at other locations, and during school-related transportation. The Code of Conduct is intended to ensure consistent and equitable treatment of all students. Staff must be cognizant of issues that may escalate behaviors, be symptomatic of more serious problems, and respond in a way that supports students' needs.

Types of Behaviors At Empower Memphis Career and College Prep, we will identify minor, major, extreme and zero tolerance behaviors to clearly identify behaviors that impact the learning and safety of students. The severity and frequency of the misbehavior will determine the consequence. Minor infractions are misbehaviors that impede learning and order in the classroom. Classroom teachers will handle these behaviors. Major infractions will require support from either a school leader or behavior team member. Extreme behaviors are misbehaviors directed against persons or property that may endanger the health or safety of others in the school. Zero tolerance behaviors that require harsher consequences, such as expulsion.

After School Detention: Students that receive an after-school detention will receive a 24 hour notice to serve their detention and parents/guardians will be called, by a staff member, to give notice as well. Afterschool Detention will be held for an hour after school.

In School Suspension: We may require students to serve an in-school suspension during which they are not allowed to be in their classes. They will spend the school day supervised in one of the school offices while completing their schoolwork. These in-school suspensions may be given for students who demonstrate disruptive behavior or consistently violate the Code of Conduct. In-school suspensions may also be given in cases where a student needs to be sent home, but school leadership is unable to reach a parent.

Out-of-School Suspension At Empower Memphis, we desire all students to be present and engaged. Some behaviors will warrant an out-of-school suspension. An out-of-school suspension is defined as the removal of a student from the academic program for up to 10 days. Based on the Code of Conduct, the Head of School or designee will determine whether a student's behavior warrants a suspension. The Head of School or designee will notify the student's parents/guardians that the student has been suspended before being sent home on the day the suspension occurs. Information to be shared with the student's parents/guardians include the length of the suspension, the rationale for the suspension, and an opportunity to discuss the suspension with the Head of School or a designee.

Expulsion Students will receive expulsions for any behaviors outlined as zero-tolerance, according to Memphis Shelby County Schools Code of Conduct. Zero tolerance behaviors include aggravated assault resulting in serious bodily injury upon any teacher, principal, administrator, school resource officer, or any other school employee, unlawful possession, sale, or evidence of use of drugs/narcotics at school or a school-sponsored activity, unauthorized possession of a firearm on school property or at a school-sponsored event or activity.[148] Empower Memphis will employ due process in which if the behavior of a student is deemed expulsion worthy, the Head of Schools will conduct a thorough investigation which includes discussions with staff members that may have witnessed the behavior or incident, review of behavior intervention plans, as well as conducting a hearing with the parent or guardian. Once all information is gathered, the Head of Schools will submit all information to the Lead Founder/CEO for approval. If all documentation supports the need for expulsion, the Lead Founder/CEO will approve expulsion. The Head of Schools will report to Memphis Police Department any evidence, including illegal drugs or weapons, as identified in TCA 39-17-1309. The Lead Founder/CEO will update the Board on students who have been expelled. Parents may appeal the decision for expulsion with the Lead Founder/CEO and to the Board.

Appeals Process of Suspensions and Expulsions Parents have the right to appeal a suspension or expulsion. To do that, parents must communicate the desire to appeal in writing to the Lead Founder/CEO within 48 hours of the suspension or expulsion. The Lead Founder/CEO will set an appointment to meet with the parent/guardian within 48 hours of the appeal letter. The Lead Founder/CEO, Head of School, and identified members of the Leadership Team, will present evidence that supports the decision for a suspension or expulsion. If the decision is not resolved, the parent/guardian may request a grievance process in which the parent/guardian will write a letter to Empower Memphis Career and College Prep's Board of Directors for a final decision. Parents will be notified by the Board Chair of the final decision within five days of the receipt of the letter.

Protecting the Rights of Students with Disabilities Empower Memphis Career and College Prep intends to ensure that we comply with disciplinary actions involving students with disabilities. As a result, we will follow the following guidelines for disciplining students with disabilities. A student with disabilities may be suspended for up to 10 days without a duty to provide continued services specified in the student's Individual Education Program (IEP), review his or her Behavior Intervention Plan (BIP), or reconsider the Functional Behavior Assessment (FBA).

[148] http://www.scsk12.org/policy/rf/source/6000%20Students/6022%20Student%20Conduct.pdf

Manifestation Determination Review If a student is expelled or remanded, a manifestation determination review (MDR) must be conducted within the first five days of the student's removal. Parents must be notified at least 24 hours prior to the MDR. The MDR shall be used to determine (1) whether the conduct in question was caused by or had a direct or substantial relationship to the child's disability or (2) whether the conduct in question was the direct result of the school's failure to implement the IEP. Regardless of the MDR determination, services shall recommence on the 11th day of the student being removed from their primary school. Suppose the MDR determines that the conduct for a non-zero tolerance offense was a manifestation. In that case, the school must do the following: (a) conduct or review the student's FBA, (b) develop or modify a BIP, and (c) return the student to placement from which he or she was removed unless parents and school agree to a change of placement as part of modifications to the IEP or BIP. If the conduct was a zero-tolerance offense, the student could be placed in an alternative education setting for up to 45 days.

If the MDR determines that the conduct was not a manifestation, the student shall be disciplined in the same manner as non-disabled students would be for similar violations. A parent or school appeal of the MDR determination must be conducted within 20 days of notice of the MDR decision by the Lead Founder/CEO or Director of Special Populations. The Lead Founder/CEO or Director of Special Populations has ten days to render an appeal decision. During the appeal process, the student shall continue receiving disability services. Schools have the right to appeal to the special exceptions ruling if continuing IEP services is substantially likely to injure the student or others. Students suspected of a disability should receive IDEA discipline protections if the school knows that the student may have a disability before the behavior occurred. If the behavior occurs and the parent then alleges the child has a disability, schools should conduct an expedited evaluation. No discipline protections shall be provided until the evaluation is complete.

Informing Students and Parents We believe families are our partners in creating a positive school learning environment. To ensure that parents are informed about our Student Code of Conduct, we will have multiple methods of communication. Every year, parents and students will receive a copy of the Student and Family Handbook, which outlines Empower Memphis Career and College Prep's policies and procedures. At the beginning of the school year and throughout the school year, as students enroll, parents will be required to attend a parent orientation that reviews the school's expectations and the Student Code of Conduct. The Enrollment Block Party and the Open House are the formal events where this information is reviewed. Led by the Lead Founder/CEO and Head of Schools, Head of Schools, Director of Operations and Culture, and the Director of Special Populations, families will receive a comprehensive orientation that impacts all learners. Ongoing communication of students' behavior related to the Code of Conduct will be shared daily with families as part of the reports sent home in students' Homework Folders. We encourage parents to discuss any issues that may impact students' behavior with their child's teacher and other school personnel. If there are any concerns about the discipline policy or actions taken, parents will complete a complaint form in which the Head of Schools will address the concern. Any proposed changes to the discipline policy will be brought to the board by the Lead Founder/CEO for approval.

Behavior Support The Lower Head of Schools and the Director of Operations and Culture will be the leaders responsible for implementing discipline procedures at Empower Memphis Career and College Prep in Year 1. By full scale, the Lower Dean of Culture and the Lower Head of Schools will assume responsibility for implementing discipline practices. In addition to the leaders, the School Counselor and Behavior Success Coach will be a part of the behavior team. A description of roles and responsibilities are listed below:

Head of Schools The Head of Schools serves as the instructional leader responsible for the implementation and execution of Empower Memphis Career and College Prep's mission and vision. There will be a Lower Head of Schools for grades K-5 and an Upper Head of Schools for grades 6-8. Essential functions of the job may include but are not limited to the following:

- Set ambitious school-wide goals, aligned to the mission of Empower Memphis Career and College Prep
- Leads and manages leadership team
- Model expectations for leaders, teachers, and students on school-wide practices that promote positive school culture
- Formalize instructional systems for lesson plan review and submission
- Develop and lead professional development that drives highest impact improvements in teacher practice
- Conducts regular formal and informal observations aligned to student achievement and strategic goals
- Interpret and communicate data to determine school needs

- Serve as the "RTI Coordinator" to monitor student progress
- Design and execute a plan for involving parents in students' academic and character development
- Conduct meetings with students and families
- Establish and maintain strong communication lines with all parents
- Plan and coordinate open houses, student-led parent-teacher conferences, and other events involving parents
- Collaborates with the Lead Founder/CEO, Director of Operations and Culture, and Back Office Provider, to create the annual school budget for the school

Director of Operations and Culture*:* The Director of Operations and Culture (DOC) is responsible for developing and implementing clear operational systems that support a data-driven, positive culture and climate. Essential functions of the job may include but are not limited to the following:

- Leads all aspects of school operations, including facilities, food and transportation services, school schedules, rosters, student information systems, visitors, and technology.
- Manages operations and nursing staff and ensures the smooth operation of the main office;
- Ensures school-wide compliance with health and safety laws, special populations requirements], charter contracts, state education mandates, teacher certification, and federal and state workplace regulations;
- Leads student recruitment efforts to support student enrollment initiatives
- Collaborates with the Lead Founder/CEO and Head of Schools to develop school-wide budgets.
- Run academic and culture reports to support schools with analysis of academic and cultural performance
- Builds a joyful and rigorous school culture;
- Ensure that the physical environment of the school reinforces school culture and facilitates student growth and achievement
- Supports the Head of School and Dean of Culture with fostering consistency in academic and behavioral expectations;
- Ensures schoolwide expectations and traditions are maintained year after year in each grade
- Plan, lead and oversee an effective Tier I, Tier II, and Tier III behavior PBIS program, in collaboration with the Head of Schools and Lead/Founder CEO.

School Counselor The School Counselor/504 Chairperson-Under the direction of the Director of Operations and Culture (Years 1-2) and Director of Special Populations (Year 3), plans and provides appropriate services for students. Provide an atmosphere and environment conducive to intellectual, physical, social, and emotional development. Monitor and evaluate student outcomes. Communicate and interact with students, parents, staff, and the community. Develop, select, and modify guidance lessons and materials to meet the needs of all students. Essential functions of the job may include but are not limited to the following:

- Implements a comprehensive guidance and counseling program based on state and District standards; collaborates with supervisor, other counselors, principal, assistant principals, faculty, staff, and community resources in the planning, coordination, and assessment of the counseling program.
- Counsels individuals and groups of students in setting and developing strategies for achieving academic, social/personal development, and other identified goals.
- Facilitates crisis intervention as needed to ensure school/student safety.
- Provides peer mediation for students.
- Works to discover and develop the special abilities of students.
- Works to resolve students' educational handicaps.
- Administers various tests to assess the development and needs of students.
- Provides referrals to various school, District, and community services when appropriate.
- Establishes and maintains confidential student case files; prepares and submits required records and reports.
- Attends meetings with staff and service providers to discuss individual student education plans and

progress.

- Conducts conferences with parents to discuss student progress and problems; assists in presenting parent workshops as required.
- Supports the Head of Schools and the Director of Operations with coordinating student registration and student schedules
- Conducts data analysis of attendance, detention and failure rates, and other factors to help determine counseling needs.
- May assist in monitoring students during recess, cafeteria, and arrival or dismissal.
- Attends training, conferences, and workshops as deemed appropriate by the Director of Special Populations.
- Perform other duties as assigned or directed.

Dean of Culture Hired at full scale, the Dean of Culture will be responsible for leading the school's culture, including developing student character and ensuring a positive and structured environment that creates the conditions for learning. Essential functions of the job may include but are not limited to the following:

- Provide professional development to staff on best practices that support a positive school culture
- Lead and oversee an effective Tier I, Tier II, and Tier III behavior PBIS program, in collaboration with the
- Lead school-wide recognition assemblies, parent workshops, community events, and other culture-building activities
- Support teachers in building relationships with students and parents
- Ensure that the physical environment of the school reinforces school culture and facilitates student growth and achievement
- Conduct regular school culture walkthroughs, classroom observations, and audits to help staff maintain a high bar of excellence

Behavior Success Coach Hired year three of operation, the Behavior Success Coach will be responsible for supporting students with behavior challenges. The Behavior Success Coach will provide individual or small group sessions, and monitor, report and communicate behavior performance to students who are struggling behaviorally. Essential Duties include the following:

- Supports with de-escalating student behaviors
- Provides high-quality instruction to individual students and small groups
- Collaborates with staff to identify best practices for individual students
- Maintains documentation of student behavior progress
- Provides data to RTI team on behavior progress of students
- Administer behavior intervention to assigned students on caseload
- Supports with planning and implementation of schoolwide events

1.11 Recruitment and Enrollment

(a) Provide as Attachment D the proposed school's Enrollment Policy.

Please see the Enrollment Policy as **Attachment D**.

(b) Outreach to the Community

Inclusive recruitment and promotion approaches can help CTE programs develop positive relationships with prospective students, their families, and communities from the ground up[149]. Empower Memphis Career and College Prep is committed to providing a unique learning experience to families within the Central City West region of Memphis, specifically families from Orange Mound and South Memphis Communities. Our initial method for informing families was via our website: empowercareerandcollegeprep.org, and social media pages. After speaking with community members, we learned that our efforts for recruitment are best made through canvassing and in-person events and conversations due to the accessibility to computers or the internet. As a result, we will be very strategic in informing the community of Empower Memphis Career and College Prep and include both non-digital and digital methods. Below summarizes how parents and community members will be informed about our school.

Figure 1.11(a) : Recruitment and Enrollment Activities

Recruitment and Enrollment Activities	
Non-Digital Methods	**Canvassing** Annually, before the enrollment window opens, we will gather faculty, staff, parents, and volunteers to knock on doors of communities in Orange Mound and South Memphis. The recruitment team will knock on the doors of as many homes as possible to share information about Empower Memphis.
	From Crayons to Careers Information Sessions From Crayons to Careers Information Sessions will provide families with details about the academic programs and parent activities that are offered at Empower Memphis Career and College Prep. These information sessions will be advertised on the school's website, Instagram Page, and in the school's office. We aim to host these sessions at local community centers such as Orange Mound Community Center and Glenview Community Center.
	Pre-School Outreach We will contact preschool providers to host information sessions at sponsored preschool events. Secondly, we will invite local preschool providers and families to tour Empower Memphis Career and College Prep to better understand the educational program we intend to offer.
	Mailer Services We will utilize the Direct Mail services of the Post Office to mail marketing materials to Orange Mound and South Memphis zip codes**.**
	F**lyers and Brochures** We will post flyers in local Orange Mound and South Memphis businesses.
	Charter School Fair Attend the annual charter school fair that typically occurs in January
	Back to School Block Party The Back to School Block Party will occur on August 2. This is our grand finale of summer professional development, celebrating our families and an opportunity to conduct parent orientation for families.
	From Crayons to Careers Information Sessions Livestream We will Livestream all Crayons to Careers Information Sessions to allow those who cannot attend physically, to join through our Facebook school page.

[149] https://www.acteonline.org/wp-content/uploads/2021/08/ACTE-Engaging-Families-Communities-Sept2021.pdf

Digital Methods	**Text Messaging** Send out monthly text messages of upcoming events.
	Website Continue to utilize our school website to promote Empower Memphis Career and College Prep
	Eventbrite Utilize Eventbrite to promote From Crayons to Careers Information Sessions.

(c) Recruitment

Once Empower Memphis Career and College Prep is authorized, the Lead Founder/CEO will begin implementing the recruitment plan as shown in **Figure 1.11 (b).** The initial recruitment team will include the Lead Founder/CEO, the recruitment team from the Board, and volunteers. The strategies for recruitment include hosting information sessions, partnering with local radio stations, creating Swag Bags for early enrollers, etc. We have been in contact with several organizations for marketing and recruitment. These organizations include Porter Leath and the YMCA, to allow us to conduct events or distribute materials at their facilities. Our goal is that with the execution of these recruitment methods, we will be able to meet our total enrollment target of 180 students.

Figure 1.11(b) : Recruitment Timeline

Recruitment Timeline			
Timeline	**Strategy/Activity/Event**	**Responsible Parties**	**Goal**
July-August 2023	Continue building relationships with community partners and families	Lead Founder/CEO Founding Board	Solidify event spaces for engagement events and identify volunteers to support with student recruitment activities Enlist volunteers to support with recruitment efforts
September-December 2023	Weekly Canvassing- Once a week the recruitment team will canvas neighborhoods throughout Orange Mound and South Memphis to share information about Empower Memphis Career and College Prep enrollment and obtain intent to enroll signatures	Recruitment Team: Lead Founder/CEO; Founding Board, Volunteers	Obtain Intent to Enroll Signatures September Goal: 30 new students October Goal: 40 new students November Goal: 50 new students December Goal: 60 new signatures students
September 2023-December 2023	Host bi-weekly information sessions, “From Crayons to Careers”, at identified locations within Orange Mound and South Memphis	Recruitment Team: Lead Founder/CEO; Founding Board Recruitment committee, Volunteers	
December 2023	Post weekly countdown enrollment messages on Social Media Platforms and Facebook Contact radio station to schedule the announcement of the	Lead Founder/CEO	

	enrollment window for Empower Memphis Career and College Prep Create registration SWAG bags for families		
First week of January 2024	Radio announcement of enrollment window for Empower Memphis Career and College Prep.	Lead Founder/CEO and Radio Station	N.A
January 2024	Post on Instagram, Facebook, and send Text Alerts to announce enrollment window	Lead Founder/CEO, Director of Operations and Culture	
January 2024	Attend Charter School Cair	Lead Founder/CEO, Director of Operations and Culture, and Head of Schools	Recruit families
January- May 2024	Follow up with families that completed the intent to enroll forms. Distribute Empower Memphis Career and College Prep SWAG bags to registered parents	Lead Founder/CEO; Student recruitment committee (Board members, staff, and volunteers)	End of January-20 students registered End of February- Total of 40 students registered End of March- Total of 60 students registered End of April- Total of 80 students registered End of May- Total of 100 students registered July 15-at least 10 waitlisted students
February-May 2024	Bi-Weekly Registration events at community centers	Lead Founder/CEO; Student recruitment committee (Board members, staff, and volunteers)	
June 2024	If not 100% enrolled, continue to host 3x per week recruitment events with our local community partners	Lead Founder/CEO; Student recruitment committee (Board members, staff, and volunteers)	
August 2, 2024	Back to school Block Party for all enrolled students and staff	Lead Founder/CEO, Empower Memphis Staff	Continue enrollment of students if there are seats still available

(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.

Empower Memphis Career and College Prep is an inclusive school welcoming all students. From the onset, we intentionally focus our recruitment efforts on the Orange Mound and South Memphis communities. These

communities have seen declines in student enrollment and academic achievement, due to a lack of unique programs that are available or accessible to students. Our vision is to cultivate career mindsets at Kindergarten with the community through career and technical education which provides access points of learning for diverse student learners. We will create English and Spanish advertisements to encourage diverse students' enrollment. We will also communicate our differentiation strategies to support the learning needs of students with disabilities and English learners. As we maximize student enrollment efforts in Orange Mound and South Memphis, we will pursue other communities north of these communities, including Uptown, Midtown, Downtown, and North Memphis.

(e) Post Authorization Recruitment Activities

Empower Memphis Career and College Prep will align with the recruitment timelines of Memphis Shelby County schools. Once our school is open, we will continue recruitment activities as mentioned above; however, we will add additional recruitment strategies throughout the school year to create interest in the school. Below are examples of the strategies that we will add to the initial strategies that have been identified in **Section 1.11.**

Figure 1.11(c) : Post Authorization Recruitment Activities

Post Authorization Recruitment Activities	
Weekends with Empower Memphis.	We will offer engaging educational sessions for families to continue building relationships in the summer.
Family to Family Outreach	We will ask current families to distribute applications to friends, colleagues, and neighbors. We have found that our families are eager to get the word out to other families, which is an effective way to build awareness of and interest in the school in our early years.
Community Partnerships	We will continue to build partnerships with local organizations to support our recruitment strategy. With an emphasis on career and technical education, we will work alongside organizations that believe in cultivating career mindsets as early as Kindergarten and with the community.
School Tours	We will offer school tours to prospective families. Families will have to call the school to schedule a school tour with the school secretary. The school tour will be led by the Lead Founder/CEO.
Open House (Virtual and In person)	We will offer monthly Open Houses to allow prospective parents and families to tour the school and meet with staff and leaders.

1.12 Parent and Community Engagement and Support

(a) What feedback regarding the startup of the school has been provided by the community – including parents interested in enrolling their student(s) in your school, and how has this feedback been incorporated into this application? Provide a detailed explanation of how the feedback was collected, and a strong rationale for the validity of responses. What feedback regarding the startup of the school has been provided by the community – including parents interested in enrolling their student(s) in your school, and how has this feedback been incorporated into this application? Provide a detailed explanation of how the feedback was collected, and a strong rationale for the validity of responses.

The Founding Team began building relationships with Orange Mound and South Memphis community members beginning in July of 2022. We attended, volunteered, and tabled events such as the I Shall Not Die But Live Block Party, Orange Mound in October Festival at Orange Mound Park, and Safety and Security in Orange Mound at Twelve Gates Temple Holiness Church. We met several stakeholders including the Executive Director of Orange Mound Corp Development, Director of Advance Memphis and the Vice President of Porter Leath, to name a few. We also gathered survey responses from both communities to gain insight into what they found important concerning the career cluster of focus for Empower Memphis and what they would like to see occur at schools. Feedback surveys were collected from canvassing the neighborhoods of Orange Mound and South Memphis and attending community events such as the Orange Mound Ball. 96% percent of surveys were collected as a result of in-person conversations. The remaining 4% of survey responses were captured via a Google Form. We linked the survey form to a QR code included in flyers and business cards for easy access. Below is the survey questionnaire that was used.

1. Empower Memphis Career and College Prep is a career exploration school. On a scale of 1-5, how important is learning about each industry to your family? (1-not important at all, 3- moderately important, 5 -Very important).

Industry[150]	**1-Not Important**	**2-Somewhat Important**	**3- Moderately Important**	**4-Important**	**5-Very Important**
Advanced Manufacturing					
Agriculture, Food, Natural Resources					
Architecture and Construction					
Arts, A/VTEchnology and Communications					
Business Management and Administration					
Education and Training					
Finance					
Government					
Health Sciences					
Information Technology					

[150] https://www.tn.gov/education/career-and-technical-education/career-clusters.html

Law, Public Safety, Corrections and Security					
Marketing, Distribution, and Logistics					
STEM					
Transportation					

2. We look to create a school that meets the needs of families. What else would you like to see in schools? Select all that apply.

- Parent Teacher Association
- Bi-Weekly Progress Reports
- Classroom Parents
- Monthly school events for families and students
- Host workshops on how to support your student's learning at home
- Allow parents to sit in on teacher interviews
- Athletics
- Before and After School Programming
- Internships
- Field Trips
- Counseling Supports

3. Would you recommend your child to attend Empower Memphis Career and College Prep.

- Yes! Highly recommend
- No! Will not recommend
- Unsure! Need more information

4. Any other ideas that you would like to see in schools? Please complete below.

Analysis

Empower Memphis Career and College Prep has been in contact with community leaders, parents, nonprofit organizations, and government officials to discuss the need of the school model. Comments that were collected are below:

- "We need a better education system for the kids". Concerned Parent
- "Our babies are failing math /reading levels without proper study materials". Concerned Parent
- "If we had a school where kids knew about job opportunities it would be a whole different Memphis"- Orange Mound Community Leader
- "This is an exciting model to bring to schools in Memphis." University of Memphis Official
- "I wish this type of school was available for my children growing up. This is a wonderful opportunity." Shelby County Official

In addition, after analyzing the survey results we found the following:

- Question 1: The top 3 career clusters of interest were Law, Public Safety, Corrections and Security, Business Management and Administration, and Transportation. The career cluster that had the lowest interest Advanced Manufacturing.
- Question 2: Many people were interested in the variety of ways to engage with schools. However, very few selected allowing parents to sit in on teacher interviews.
- Question 3: 85% of respondents indicated they would send their child to empower Memphis. 15% stated they were unsure and needed more information.

Application of Feedback: The feedback we received showed an overwhelming amount of support for Empower Memphis Career and College Prep. In addition, it provided us with information about the career clusters that families are interested in. As we gather additional community feedback, we may prioritize the career clusters of preference for the focus of the career exploration course.

(b) Parent Engagement

Through our community engagement and canvassing efforts, we obtained contact information of potential Empower Memphis Career and College Prep families. Our goal is to continue to engage with these parents and community members and develop new relationships with families we have yet to interact with. As we continue to engage with the community, it is essential that we utilize equitable practices to reach all potential students, including non-English speaking families. Members of the founding board, as identified in Section 2.1, are fluent in Spanish, French and Swahili, will participate in community engagement efforts. In addition, there has been an influx of families from Rwanda within Memphis, and we intend to partner with REP, to support with translation services and community outreach. Below are the strategies that we will use to engage parents and community members .

Weekly Canvassing The Lead Founder/CEO and Founding Board members will canvas Orange Mound and South Memphis neighborhoods. For the families we meet, we will share marketing materials about Empower Memphis Career and College Prep and obtain intent to enroll signatures. For all families we meet, especially those still unsure of what Empower Memphis Career and College Prep has to offer, we will invite them to the "From Crayons to Careers Information Sessions" held bi-weekly at community centers.

From Crayons to Careers Information Sessions Between September and December, we will host bi-weekly 90-minute "From Crayons to Careers" Information Sessions at local community centers. Our goal is to provide additional information about Empower Memphis Career and College Prep and answer any questions that families may have. These sessions will be advertised on our school website in advance. For those families for whom we already have their contact information, we will use text messaging to remind families about the event.

Pre-School Outreach To reach our enrollment goal of 50 Kindergarten students, we will intentionally reach out to preschool providers. We will host From Crayons to Careers Information sessions in at least one pre-school sponsored event per month to build relationships with the families of future Kindergarten students.

(c) Provide, as Attachment E, any of the following: letters of support, including those within the local community, outreach to parents, intents to enroll, 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.

See attached letters of support, intent to enroll, memoranda of understanding, and contracts in **Attachment E**.

(d) Outline how the proposed school will engage parents and community members prior to the school's opening and throughout the life of the school (in addition to any proposed governance roles).

We firmly believe in the importance of ensuring equity while engaging all students including our ELL students and families. We will provide publications in the languages that reflect the students that will attend Empower Memphis Career and College Prep and ensure that a staff member or board member is available to support with any translation support at events. We will also reach out to local organizations such as Refugee Empowerment Program (REP), a non-profit organization in Memphis that "empowers refugees and immigrants in Memphis, TN by offering high quality, tailored programming that encourages, educates, and equips individuals, families and the community". Support from REP will include serving as a communication liaison between the school and families by attending school events, attending individual conferences, and providing feedback on how Empower Memphis is supporting students and families. For additional translation supports we will also local translation services such as Southeast Spanish Inc, to translate materials such as the Student/Parent Handbook.

Empower Memphis Career and College Prep will use the engagement strategies of Canvassing, From Crayons to Careers Information Sessions, Pre-school outreach, newsletters, and text messages to engage with parents and community members as identified in **Section 1.12(b)** to engage with parents and community members prior to school opening.

Throughout the life of the school, we will provide multiple opportunities to engage with parents and community members through Celebrations, Student Led Parent Teacher Conferences, Family Nights, Field Trips, and our Tour of the City Field Trip.

Enrollment Block Party and Parent Orientation The Enrollment Block Party will occur before the first day of school. The block party's purpose is to continue enrolling students and engaging with families. In addition, we will allocate time for a Parent Orientation. Each grade level will have a set time in which parents will review the Parent Student Handbook and the grade level's expectations. For parents/guardians who cannot attend, we will offer to make up options, including attendance via Zoom.

Eagle Celebrations Eagle Celebrations will occur at the end of every quarter, four times a year. The purpose of Eagle Celebrations is to celebrate the accomplishments of the quarter of students and families. In the morning, grade band award assemblies will occur in which students will receive awards from their teachers for Perfect Attendance, Honor Roll, Principal's Honor Roll, Most Improved, and Conduct Award. The MVP award, Most Valuable Parent, will also be presented to parents of each classroom that have met the criteria, as outlined in **Section 1.10** in the application. In the afternoon, students who earned the appropriate amount of points for the quarter will be invited to the end of the quarter party, Fall Festival, Winter Bash, Spring Fling, and Summer Splash.

Student-Led Parent Teacher Conferences Student-Led Parent Teacher Conferences will be held mid-quarter, every quarter. We selected mid-quarter when progress reports are distributed for these meetings to occur, to allow the time for adjustments to be made if needed. The teacher will serve as the facilitator of the meeting, as students present their work to their parents or guardian. Students will present their work, what they are most proud of, areas of improvement, and their goals for the rest of the quarter. Prior to the Student Led Parent Teacher Conferences, classroom teachers will prepare students for this meeting by ensuring students have their work, completing their reflection sheet, and practicing with a partner. For students who may require a more in-depth meeting with parents about their performance, the teacher will schedule a one-on-one meeting with the parent.

Family Night Family Nights will occur throughout the school year. These events are intended to 1) showcase student talent and 2) provide learning opportunities for parents. For learning opportunities for families, we plan to partner with various community organizations throughout Memphis that focus on career development to lead sessions such as resume writing, and interviewing skills, to support our mission of cultivating career mindsets.

Field Trips Our end-of-the-year field trip "Tour of the City," will encompass our students traveling to various businesses and educational institutions to have additional interactions with the careers of their grade level. We will ask for parents to accompany us as chaperones.

Career Fair and Wax Museum At the end of the first quarter, we will have a career fair and wax museum. The career fair will connect students with local partners who will inform students about their profession. After the career fair, students and career fair participants will visit the student wax museum, in which students will present a specific profession that they studied in school.

Special Events: We will host events such as Muffins with Moms, Dad and Daughter Dance, Black History Month Program and International Night. International Night will allow students the opportunity to display the cultures that not only reflect the cultures of students in Empower Memphis, but also cultures of the world.
Promotion Ceremonies: We will host Kindergarten and Eighth grade promotions.
Open House: We will host monthly open houses for prospective Empower Memphis Career and College Prep families and provide sessions for career planning for families. These sessions will include financial literacy, resume writing, interviewing. Our goal is to seek community organizations and educational institutions to facilitate these sessions.

(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.

We will inform parents about the policies of Empower Memphis Career and College Prep in a variety of ways. The Parent Student Handbook will be distributed to parents as part of the Enrollment and Orientation events that will occur throughout the school year. The Parent Student Handbook will also be translated to reflect any families that

speak another language. The Parent/Student Handbook will include all policies as it pertains to school hours, truancy, etc. At the beginning of the year, Empower Memphis will host a Block Party which celebrates students who have enrolled, encourage additional families to enroll as well as provide a Family Orientation where we will review all aspects of the Parent/Student Handbook. We will also offer an Open House in which families will learn about the policies and commitments of the school. During the Open House, we will remind parents of our schoolwide goals that are connected to our mission and ask for their commitment to helping maintain our goal of adhering to a 96% attendance rate. For families that enroll after the Block Party and Open House dates, we will ask parents to attend a family orientation to review the expectations that will be led by either the Lead Founder CEO, Head of School or Director of Operations and Culture. We will also ensure that we have translation services provided by our part-time ELL teacher and/or local organizations, to meet wsith families that speak another language.

Parent Handbook A parent compact derived from Memphis Shelby County Schools, will be included in the Parent Handbook, which asks parents to agree to the following conditions:

- **Attendance** (1) I commit to ensuring my child arrives at school on time, and in the proper uniform, each day for a full day of learning. (2) I will communicate with school staff when my child will be absent. (3) I will ensure my child completes and submits all makeup work due to their absence.
- **Academic Support** (1) I commit to supporting Empower Memphis Career and College Prep's rigorous academic program. (2) I commit to supporting my child's study of careers and will allow full participation in all career connected activities. (3) I commit to reviewing and monitoring my child's academic progress, and behavior reports regularly. (4) I commit to ensuring a calm and quiet place for my child to complete homework and read each night. (5) I will sign my child's Homework folder, and behavior log each night and support them when they need help and encouragement. (6) I commit to communicating and asking questions of Empower Memphis Career and College Prep, when I need clarification about my child's educational experience.
- **Behavior and Dress Code** (1) I understand my child will participate in a character education program, "Leader In Me." (2) I understand my child will have consequences and/or loss of privileges if my child does not comply with the rules and expectations of the school. (3) I understand my child's behavior will be managed through the PBIS, and a suspension may be issued for offenses outlined in our Student Discipline Policy. (4) I understand Empower Memphis Academy works to ensure a safe environment for all students and bullying will not be tolerated in any form. (5) I commit to ensuring my child is in the proper uniform each day.
- **Family Support and Communication** (1) I commit to communicating and working as a part of the team to ensure my child excels both academically and behaviorally. I will review and sign daily behavior logs, progress reports, report cards, and any correspondence sent home by the school. (2) I have read and understand the Code of Conduct.

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

As part of our mission to cultivate career mindsets as early as Kindergarten, we have several programs that support this key element of our mission. We have programs such as Empower 360 Showcase, Career Fair and Wax Museum, Career Family Nights, and Tour of the City Field trips. These programs allow parents and community members the opportunity to learn from students as well as celebrate student achievement.

Empower 360 Showcase Empower 360 is our interest-based studies course that students will participate in every Friday. Each quarter, they can work in a specific area of interest. At the end of the quarter, we will have Empower 360 showcase, a day in which students will be able to present the work that was created to families and peers.

Career Fair and Wax Museum We will host a career fair and wax museum at the end of the first semester. We will invite several professionals who reflect their career cluster of study. Lastly, students from each career cluster of study will participate in the career wax museum, in which they will present what they have learned about the career of study.

Career Family Night Throughout the year we will have various family nights that focus on careers. We will partner with local organizations that will lead sessions such as resume writing, interview sessions, and other career skills.

Tour of the City Field Trips The Tour of the City Field Trips allow students to visit various jobs and educational institutions that support the career cluster of study.

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.

Empower Memphis Career and College Prep's Governing Board is responsible for governance while the day-to-day operations of the school will be managed by school leaders. As such, the Governing Board will practice effective oversight of the school's academic, fiscal, and operational performance. The Board will meet monthly to review data dashboards that examine academic and operational performance. The Governing Board will follow best practices for governance to ensure the school is following all regulatory requirements.

Composition and Size The composition and size of Empower Memphis Career and College Prep's Board will consist of a minimum of five members and a maximum of eleven members in accordance with its Bylaws. The Founding Board currently has ten members, including the Lead Founder/CEO. Post authorization, the Founding Board will shift to the Governing Board, and the proposed Lead Founder/CEO will no longer serve as a board member but as the sole employee of the Governing Board. The Board will continuously have an odd number of members to avoid a tie in voting.

The members of the Founding Board have been strategically selected due to their commitment and alignment to the vision and mission of Empower Memphis. They reflect operational and academic expertise to ensure that Empower Memphis Career and College Prep has operational and educational success. Current Founding Board members have skill sets in education, finance, strategic planning, facilities, community engagement and legal. As the Board continues to grow, we will have Board members that will include parents of students from Empower Memphis Career and College Prep. A brief biography of each proposed board member is below. Full resumes of each member can be found as **Attachment F6.**

- **Muna Olaniyi, Lead Founder, Proposed Chief Executive Officer** Muna Olaniyi is currently a BES Fellow, a national nonprofit that identifies and prepares excellent leaders to transform education in their communities. She brings almost 20 years of experience as an educator. She began her career as an Elementary School Teacher and has since worked both in the classroom and as part of the instructional leadership team in various organizations. Muna is driven by the impact she has had on her students. The students from the middle school in which she was a founding leader are now seniors and are seeing a 90% graduation rate. She has been empowered by the fact that her students are using habits they developed in her classroom throughout the rest of their education experience. In addition to her investment in educating students, Muna is excited about creating opportunities for family engagement and support at Empower Memphis Career and College Prep, the school she is proposing to found in Memphis, TN. Muna received her Bachelor's degree in Elementary Education from the University of Maryland and received her Master of Education in Curriculum and Instruction/Administration from McDaniel College.
- **Dr. Eric Bailey, Proposed Board Member** Dr. Eric Bailey is the Assistant Vice President of the Division of Student Success at the University of Memphis. He has over ten years of collegiate experience having served as a Director of Equity, Diversity, and Inclusion and an Assistant Dean for Nursing Students. He has helped to secure several grants including a 3.24 million dollar grant for nurse retention. Dr. Bailey has a doctorate from the University of Memphis and an MBA from Keller Graduate School of Management.
- **Brian Burnett, Proposed Treasurer** Brian Burnett is a native Memphian, who has over ten years of financial experience. He has held several leadership positions including Senior Manager of Financial Operations of CBRE, where he balanced a $45,000,000 budget. Currently, he is the Finance Manager for the Global Workplace Solutions Department of CBRE.
- **Susan Hipner, Proposed Secretary** Susan Hipner has worked in education for over a decade, serving students in Memphis. She was a founding teacher at Memphis College Prep, a BES Fellow-founded school. As an educator, Susan's students demonstrated exceptional performance on normed assessments. She also has extensive experience as a teacher trainer, ensuring that all staff were equipped to teach high-quality phonics lessons. She looks forward to supporting the mission of Empower Prep. She holds a Bachelor of Arts from Rhodes College and a Master of Arts from Christian Brothers University.
- **Dr. Marian Kelley, Proposed Vice Chair** Dr. Marian Kelley has been an educator for 13 years in both the public and charter sectors of urban and rural districts in Tennessee. Her career began as a special education

teacher, before she moved into administration as a Special Populations Coordinator, Director of Special Populations, and Charter School Advisor. She has obtained a Doctorate Degree in Educational Supervision in addition to holding additional degrees in Curriculum and Instruction, Elementary Education, and Special Education. Dr. Kelley specializes in advocacy for students and families by developing and overseeing the implementation of appropriate instructional and behavioral practices to ensure student success. She brings with her extensive knowledge of policies, procedures, and law as it relates to students with disabilities including gifted students and English Language Learners. She has created and facilitated professional development and strategic planning for the implementation of appropriate modifications, accommodations, scaffolds, IEP and ILP creation and implementation, and compliance for both general education and special education K-12 teachers and administrators. Additionally, Dr. Kelley has supported various Charter districts with the creation and implementation of Gifted Programs for advanced students.

- **Tim Rollins, Proposed Board Member** Tim Rollins is a commercial real estate expert with a sub-specialty in strategic planning and serves as a Director at Cushman Wakefield Commercial Advisors where he leads their development consulting with a focus on nonprofits and small businesses. He earned a bachelor's in real estate from Georgia State University and a master's in accounting from Western University. After college, he joined the US Army as an engineer officer doing community development work in Kabul, Afghanistan. Post service, he worked for a subsidiary of a Fortune 500 company doing asset management and troubleshooting of challenged real estate before leaving to found the real estate department for one of the largest private medical cannabis operators in the United States. When his wife took a job at St Jude, Tim started and ran his own consulting company for several years before settling in Memphis and accepting a position with one of his then clients Commercial Advisors.
- **Meagan Tate, Proposed Board Chair** Meagan Tate is a native Memphian from South Memphis, with a deep-rooted passion for educational equity. This passion for equal access began while she was studying to become a lawyer at Christian Brothers University. However, after completing a service-learning project that involved tutoring the youth at various community centers, she found that the fight for justice did not have to start in the courts, but in the classrooms. Over the course of her 15-year educational career, she has been a teacher, Dean of Students, Director of Curriculum & Instruction, Instructional Support Advisor for the Shelby County School District, and a principal. She attributes her most fruitful and best years of learning to the work that she did as an administrator at CEG as a founding administrator at Lester Prep. Meagan's zeal for learning, coaching, and celebrating student growth is embedded into the fabric of the Memphis community. "My deepest desire is for each school that I work with to be a brand," Meagan says, "and I want our brand to be synonymous with high-quality instruction, servant leadership, and commitment to leading the community. When our students go to college, I want them to stand out from the crowd, and lead the pack with courage, respect, and resilience. Most importantly, I want our students to be living proof that equitable education produces dynamic results."
- **Curtis Weathers, Proposed Board Member** Curtis Weathers is a native Memphian from South Memphis. He is an experienced leader having served in multiple school leadership roles such as a School Principal and School Director. He has skills in leadership development, strategic planning and Public Speaking. He earned a Master's degree in Curriculum and Instruction from Union University. He currently is the founder and director of The Brotherhood, a non-profit organization that focuses on increasing resources and attention on the role of men in our community and the importance of fatherhood.
- **Scarlet Crain, Proposed Board Member** Scarlet Crain is the Manager of School Based Therapy for Lebonheur Hospital. As a certified language and speech-pathologist, she understands the interrelationships of student literacy achievement with the language processes of listening, speaking, reading and writing. After working as a Speech Pathologist with adults at the Inova Mount Vernon Hospital in Alexandria, Virginia, she recognized the impact early intervention can have on patients. As a result, she transitioned to becoming a school based speech pathologist, and has spent over twenty years working with students across grades K-12. She is fluent in Spanish and believes that Empower Memphis is the steppingstone for students to dream about their future.
- **Liz Wafula, Proposed Board Member** Liz Wafula is an immigrant from Kenya, that has made Memphis, TN her home for over 20 years. With roots in both Orange Mound and South Memphis communities and a high school graduate from legacy Memphis Schools, she recognizes the importance of career development at an early age. She pursued her desire to become an attorney due to an internship that she experienced with a member of her church during her summers in high school. She later obtained her Doctor of Law (JD)

from Northern Kentucky University and since then has worked with several local law firms in Memphis. Currently she is the owner and practicing attorney of Law Office of E.M. Wafula. She is fluent in French and Swahili. She is an active member of the Association of Mother Immigration Attorneys (AMIGA), the Federal Bar Association, and the American Immigration Lawyers Association (AILA).

Board Officers The Board Chair, Vice Chair, Secretary, and Treasurer are Board Officers that will serve as the leadership team of the board. The Board Officers have elected leadership positions serving at least one year. Elections for Board Officers will occur at the end of the fiscal year. Special elections will be held for Board Officer positions that are vacated before their full year of service. The Board Chair will lead the board, and ensure the board meets its governance responsibilities, including that the governance structures, processes, and procedures are reviewed, evaluated, and renewed as needed. The Board Chair will also serve as one of the Evaluators of the Lead Founder/CEO as well as head the Governance Committee. The Vice-Chair is the secondary leader of the Governing Board and as such, discharges the duties of the Chair as required in the Chair's absence. The Vice-Chair supports the activities of the Chair including sharing responsibilities as appropriate. The Secretary of the Board is responsible for keeping records of all board documents, communicating with board members and the public regarding meetings, taking minutes and recordings of the board meetings in accordance with Open Meeting Law, and ensuring that there is transparency in reporting all information. Lastly, the Treasurer is responsible for overseeing the financial health and wealth of the school, any and all external financial partnering, and ensuring a conservative budget. The Treasurer will also serve as the Finance Committee Chair.

Board Committees Empower Memphis Career and College Prep's Board will consist of four main committees. The committees are the Governance Committee, Academic Excellence Committee, Finance Committee, and Development Committee in which all members of the board will serve on at least one of the committees. The Governance Committee is responsible for the success and function of the board. Responsibilities of the committee include leading new board member orientation, professional development, and organizing the annual Board retreat. The purpose of the Academic Excellence Committee is to monitor and measure the academic results of Empower Memphis Career and College Prep against the established goals of the organization. By creating a shared vision of academic excellence and a clear road map to achieve it, the Academic Excellence Committee will ensure that Empower Memphis Career and College Prep is on track with the performance goals as identified in **Section 1.4** of the application. The Finance Committee is responsible for providing financial oversight over Empower Memphis Career and College Prep. Responsibilities of the Finance Committee include providing accountability over financial resources, compliance with state and federal regulations, and working with the Lead Founder/ CEO to develop and monitor the organization's financial health. Lastly, the Development Committee is responsible for ensuring that Empower Memphis Career and College Prep has appropriate funding for long-term sustainability. In addition to the main facilities, ad-hoc committees such as the facilities committee and student recruitment committee will be created to support with facilities acquisition as well as student recruitment. The chair of each committee will have expertise in that area. As a result of this, the specific roles and committees, as described above will serve as the mechanism to ensure that Empower Memphis Career and College Prep is an educational and operational success.

Representation of Key Stakeholders It is important that Empower Memphis Career and College Prep has representatives of various stakeholders. Upon authorization, we will add at least one parent representative to the Governing Board, which is in accordance with T.C.A. § 49- 13-109. Secondly, Empower Memphis Career and College Prep will follow Tennessee's Open Meeting Act, T.C.A. § 8-44-101, where all Board Meetings will be open to the public. Time will be allocated during each meeting for public comment, questions, and feedback from the community. Within 48 hours of all Board Meetings, the days, times, and agendas will be posted on the Empower Memphis Career and College Prep's website.

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

Evaluation is essential for monitoring the success of Empower Memphis Career and College Prep. We will evaluate the performance of the school, Lead Founder/CEO, and the Board's own performance.

Evaluation of School The board will conduct annual evaluations of the success of Empower Memphis Career and College Prep as it relates to the mission of accelerating academic achievement, fostering individuality, and cultivating career mindsets. At each Board meeting, the Lead Founder/CEO will present an update on key metrics that support the school's success, as identified in **Section 1.4** of the application. The governing board will be expected to review and discuss the data which include academics, enrollment, and finance. For academics, student performance data on NWEA's MAP, iReady and Interim Assessments will be presented. At the beginning of the school year, enrollment and attendance data will be a priority to ensure that the goal number of students has enrolled

to reflect the budget allocations. Finally, the finance report will provide an update on where the school is financially. The Board will develop and review policies that will support the academic success of the school.

Evaluation of Lead Founder/CEO The responsibility of the Board is to hire, set compensation and support the Lead Founder/CEO. The Board Chair, Academic Chair, and Finance Chair will conduct annual formal evaluations of the Lead Founder/CEO. The evaluation of the CEO/Founder will follow State Board of Education Policy 5.201, fifty (50%) of the evaluation criteria shall be composed of student achievement data, including thirty-five percent (35%) based on student growth data and fifteen percent (15%) based on other measures of student achievement. The remaining 50% of the evaluation will be using qualitative measures such as school climate surveys completed by students and families, and school site observations. Empower Memphis Career and College Prep's Board will use the TN Department of Education Administrator Evaluation Rubric,[151] as the tool to evaluate the Lead Founder/CEO. Areas measured in the rubric are Instructional Leadership for Continuous Improvement, Culture for Teaching & Learning, Professional Learning & Growth, and Resource Management. This evaluation tool reflects the guidelines that TN Department of Education has outlined, as important metrics for a comprehensive evaluation of the leader. The evaluation will be shared with the Lead Founder/CEO, Board Members, and placed in the Lead Founder/CEO's personnel file.

Evaluation of the Board The Board will complete an annual self-evaluation using an evaluation tool that will be finalized by the Board with the support of BES upon authorization. The evaluation tool will include metrics on committee participation, fund development, and attendance at Board meetings, and effectiveness to meet the mission and vision. **Figure 2.1(a)** reflects a sample evaluation tool[152] that board members will use.

Figure 2.1 (a): Board Self Evaluation Tool

Section 1: Assessment of the Board as a Whole				
Overall, how well do you think the board fulfills its governance responsibilities?	**Excellent 4**	**Fair 3**	**Good 2**	**Poor 1**
Rate your confidence in the following governance functions performed by the board:	**Very Confident**	**Confident**	**Somewhat Confident**	**Not at all Confident**
Mission: The board understands the mission and purpose of the organization.	4	3	2	1
CEO: The board monitors and evaluates the performance of the CEO on a regular basis, and delegates the day-to-day management to the CEO.	4	3	2	1

[151] https://team-tn.org/wp-content/uploads/2022/06/TEAM-Administrator-Rubric1.pdf
[152] https://www.compasspoint.org/sites/default/files/documents/Board%20Self%20Assessment.docx

Programs: The board approves an annual operating plan, monitors implementation, and makes sure there are program evaluations to measure impact.	4	3	2	1
Planning: The board participates with staff in determining program and administrative strategies and overall long-term priorities.	4	3	2	1
Financial Oversight and Viability: The board safeguards assets from misuse, waste, and embezzlement through financial oversight and making sure that effective internal controls are in place. The board makes sure that the organization has an overall fundraising strategy to support the effective delivery of services, and monitors the implementation of the funding plan. The board ensures a realistic budget that maximizes use of resources.	4	3	2	1
Policies: The board approves governing policies and reviews them periodically to ensure policies are up to date and relevant.	4	3	2	1
Legal: The board ensures the organization is compliant with federal, state, and local regulations and fulfillment of contractual obligations, including payment of payroll taxes and filing of required reports.	4	3	2	1
Evaluation: The board regularly assesses whether the organization is achieving its purpose (effectiveness), at what cost (efficiency), and is meeting the needs of the community.	4	3	2	1
Board effectiveness: The board ensures effective governance through evaluation of the board itself, committees, and its leadership, and ensures the board's own continuity.	4	3	2	1
How satisfied are you regarding board composition and processes in place that support board effectiveness?	**Very Satisfied**	**Confident**	**Somewhat Confident**	**Not at all Satisfied**
The board has a clear policy on the responsibilities of board members in fundraising.	4	3	2	1

Board members clearly understand their board responsibilities and fulfill them.	4	3	2	1
The board currently contains an appropriate range of expertise and diversity to make it an effective governing body.	4	3	2	1
The board regularly assesses its own work.	4	3	2	1
The board actively recruits, orients and trains new board members, and removes those members who are not fulfilling their agreed upon responsibilities.	4	3	2	1
The board encourages and supports individuals to treat fellow board members and staff with trust, respect, and understanding.	4	3	2	1
Board and committee meetings are interesting, well run, and effective.	4	3	2	1
The board has the necessary effective board leadership – an individual and/or group of individuals who are willing and able to help the board fulfill its governance and support functions.	4	3	2	1
Comments regarding any of your ratings above:				

Section 2: Assessment of Your Fulfillment of Responsibilities				
How satisfied are you with your fulfillment of your own support responsibilities?	**Very Satisfied**	**Confident**	**Somewhat Confident**	**Not at all Satisfied**
Fundraising: I participate with staff and fellow board members in raising adequate financial and other resources.	4	3	2	1

Public Relations: I act as an ambassador to the community on behalf of the organization and its clients.	4	3	2	1
Volunteerism: As needed, I volunteer to assist staff and/or recruit new volunteers.	4	3	2	1
Advises staff in areas of expertise: I act as a sounding board for the CEO and other executive staff upon request and when invited.	4	3	2	1
Credibility: I lend my name and personal reputation to the organization to use in brochures, grant proposals, and other marketing materials.	4	3	2	1
I understand and fulfill my **governance and support responsibilities** as a member of the board.	4	3	2	1
I am **knowledgeable** about the organization's **mission, programs and services.**	4	3	2	1
I come **prepared** to board and committee members and **follow through** on commitments.	4	3	2	1
Comments regarding any of your ratings above:				

Section 3: Assessment of Your Board Colleagues' Fulfillment of Responsibilities

Overall, how well do you think your board colleagues do in fulfilling their support responsibilities? (Fundraising, public relations, volunteerism, advising as needed, adding credibility, understanding roles, knowledgeable about programs and services, and following through on commitments?)	**Excellent 4**	**Fair 3**	**Good 2**	**Poor 1**
1. **What recommendations and/or comments do you have regarding your board colleagues' fulfillment of support responsibilities?**				
2. What have been the greatest accomplishments and impacts of the Board this past year?				
3. How have you personally contributed to those accomplishments and impacts?				
4. What changes or suggested improvements do you have for the board?				
5. Any other comments regarding the performance of the board or your service as a board member?				

(c) Board Development Overtime

The Governing Board will recruit members based on the identification of the strategic needs of the Board and organization and solicit nominees who are natural matches with diverse skills and backgrounds and aligned to the mission and vision. Potential board members should have skill sets in one of the following: finance, education, fundraising, human resources, real estate, legal, leadership, strategic planning, governance, and communications. When determining potential board members, consideration of current board member succession, the number of members in each committee to manage the workload, and the specific skills on the Board that are needed to accomplish long term goals.

The Governance committees will be responsible for establishing and executing the board member recruitment process. Any person wanting to apply to serve as a member of the Governing Board shall submit an application that will be available on Empower Memphis Career and College Prep's website along with a letter of intent and resume. The materials shall be submitted to the Governing Board for review and consideration, where they must receive a ⅔ majority vote. The Directors of the organization shall be elected annually by the Governing Board at the annual meeting of the Board. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as is convenient. Vacancies may be filled, or new offices created and filled, at any meeting of the Governing Board where a quorum is present. Further details of this process can be found as **Attachment F7.**

(d) Board Training

According to Tennessee's State Board of Education statute T.C.A § 49-13-111(q), all governing boards of a charter must conduct an annual board training that is certified by the Tennessee Charter School Center (TCSC) , approved by the State Board and reported to Memphis Shelby County Schools. As prescribed by the State Board rule 0520-14-01-.07, new governing body members will complete a minimum of 21 hours of training during their first year in office. New board members will receive training on the governance structure, school data and finance, communication and engagement, board policies, strategic planning, school law, Board relations with the CEO, staff, and students, Tennessee open meeting and open records requirements, and conflict of interest and ethics. In addition, post-authorization, BES, Build Excel Sustain, will support and facilitate Organizational and Committee Action

Planning training and provide additional governance support including monthly coaching calls, observations of Board meetings, and auditing of Board meeting materials and minutes. Empower Memphis Governing Board will participate in yearly Board training and a Board retreat. The Board retreat will focus on reviewing, setting, and evaluating goals for the year, review and clarify roles and responsibilities, and strategic planning.

The training and follow-up support from BES with governance and school design will support our ability to effectively govern Empower Memphis.

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

Empower Memphis Career and College Prep will be in compliance with the U.S. Civil Rights Act of 1964 and the Title IX Educational Amendments of 1972, Park 86. We will not discriminate on the basis of race, color, religion, national origin, ancestry, sex, age, or disability in our programs and activities. Empower Memphis Career and College Prep will also be in compliance with Section 504 regulations, which require a school to provide "Free Appropriate Public Education" (FAPE) to each student with a disability who is in the school's jurisdiction, regardless of the nature or severity of the disability. Lastly, Empower Memphis Career and College Prep does not condone hazing or any form of harassment (sexual, discrimination, intimidation, bullying or cyberbullying).

It is important that any concern that is brought to the school is handled immediately with care. Our goal is that any stakeholder (student, family, community) will approach a member of the school team of Empower Memphis Career and College Prep, for support with any conflict that may arise. To that end, we are aware that there are circumstances for which the complaints may be brought to the board, and that we will have clear protocols in place to ensure that the complaint process is handled immediately.

Empower Memphis Career and College Prep will have a Complaint Form that will be available in the Parent-Student Handbook **(Attachment B)** available in the main office, as well as digitally on the school website.

Filing a complaint The complainant will complete and submit a Complaint Form to the Head of Schools (for school-based issues), the Lead Founder/CEO for complaints about the Head of Schools, or to the Board for complaints against the Lead Founder/CEO.

Investigation For those complaints that are under the Head of School's purview, the Head of School in collaboration with the Leadership Team and Lead Founder/CEO will conduct an investigation within 48 hours of receipt of the complaint. If the complaint is about the Lead Founder/CEO, the School Board will complete an investigation within 48 hours.

Resolution The Head of School and/or appropriate member(s) of the leadership team shall respond with a solution to a valid complaint within 15 business days of complaint filing, to allow time for an in-depth investigation and thoughtful solution. This response/solution will include a complete written report with any applicable investigatory findings. A copy of the report and response will be placed in the complaint file with the original complaint form. All reported decisions will be written in English and in the language of the complainant. The Head of School will schedule a Resolution Meeting where the results of the complaint are discussed, a copy of the response is provided. If the complaint is satisfied with the resolution/solution, signatures are obtained indicating the agreement of the resolution.

Appeal In the case that the complaint is dissatisfied with the outcome and resolution, the complaint shall indicate that they are dissatisfied with the resolution, during the Resolution Meeting. The Head of Schools or designee shall present and inform the Lead Founder/CEO of the request to appeal within 48 hours of the Resolution Meeting and provide all documentation about the complaint. The Lead Founder/CEO will review all materials, and meet with the complainant to discuss the complaint. The Lead Founder/CEO will have 15 days to make a determination on whether to uphold or withdraw the decision made by the Head of Schools. Communication of the decision will be made during an Appeal Meeting with the complainant, Lead Founder/CEO, and Head of Schools. If the complainant is dissatisfied with the decision made during the Appeal Meeting, the complainant may write a written appeal to the Board of Directors within fifteen (15) days of receiving the decision that had been rendered by Empower Memphis Career and College Prep's Lead Founder/CEO. Complaints should be filed, in writing, with the Board at least 5 days prior to a Board meeting in order to be addressed at that meeting. Any complaints not received within that time period will be addressed at the next meeting. All matters will be addressed in a respectful and timely manner, within 7 business days, with all attempts made to resolve the situation to the satisfaction of the complainant. The Board of Directors, as necessary, will direct the Lead Founder/CEO and/or other responsible parties to act upon the complaint and report to the Board. The Board shall render a determination in writing, as

necessary within 7 business days. If the complainant determines the Board has not adequately addressed the complaint, the complainant may present the complaint to the Shelby County School Board. At that time, the School Board will investigate and respond, if deemed necessary by them. If the complainant, after the presentation of the complaint to the individual or group determines that the SCS Board has not adequately addressed the complaint, the complainant may present the case to the Tennessee State Board of Education, which shall investigate and respond, if deemed necessary by them.

Retaliation: Empower Memphis Career and College Prep prohibits any form of retaliation or reprisal, as such adhering to TN Code § 49-6-4505 (2021) which states the following:

a. A school employee, student or volunteer may not engage in reprisal or retaliation against a victim of, anwitness to, or person with reliable information about an act of harassment, intimidation, bullying or cyber-bullying.
b. A school employee, student or volunteer who witnesses or has reliable information that a student has been subjected to an act of harassment, intimidation, bullying or cyber-bullying is encouraged to report the act to the appropriate school official designated by the school district's policy.
c. A school employee who promptly reports an act of harassment, intimidation, bullying or cyber-bullying to the appropriate school official in compliance with the procedures set forth in the school district's policy is immune from a cause of action for damages arising from any failure to remedy the reported act.
d. Notwithstanding subsections (b) and (c), a school employee, student or volunteer who witnesses or possesses reliable information that a student has transmitted by an electronic device any communication containing a credible threat to cause bodily injury or death to another student or school employee shall report such information to the appropriate school official designated by the policy of the school district. Such school official shall make a determination regarding the administration of the report.

As such, It is the goal to promote a workplace that is free of harassment by staff, independent contractors, vendors, or other agents. Harassment of staff or students occurring at school or in other settings in which staff may find themselves in connection with their employment is unlawful and will not be tolerated by Empower Memphis Career and College Prep.. Furthermore, any retaliation against an individual who has complained about harassment or retaliation against individuals for cooperating with an investigation of a harassment complaint is similarly unlawful and will not be tolerated.

Empower Memphis Career and College Prep takes allegations of harassment very seriously. We will respond promptly to complaints of harassment, and where it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

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
Muna Olaniyi	Lead Founder/CEO	Education: K-8
Meagan Tate: Proposed Board Chair	Chief Culture Officer/Principal: Capstone Education Group	Education: 6-12
Dr. Marian Kelley: Proposed Vice Chair	Instructional Advisor: Office of Shelby County Charter School	Education: Special Populations
Susan Hipner: Proposed Secretary	Former Educator	Marketing/Family Engagement

Brian Burnett: Proposed Treasurer	Manager: CBRE	Finance/Fundraising
Dr. Eric Bailey	Vice President of Student Affairs: University of Memphis	Education- University
Tim Rollins	Director of Strategy: Cushman and Wakefield	Facilities/Strategic Planning/Real Estate
Curtis Weathers	Founder, The Brotherhood	Education: Leadership Development
Scarlett Crain	Manager of School Based Therapy: Lebonheur	Education: Special Populations
Liz Wafula	Attorney, E.M. Wafula PLLC	Legal

Please see 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, open meetings and open records

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. The Year 0 Budget should reflect the final year of the school's operation in the ASD and include any additional costs associated with transitioning the school to the proposed home district.

It is Empower Memphis Career and College Prep's plan to ensure that all elements of the school model are executed in a timely manner. Therefore, the startup plan has been created to outline our plan as it pertains to the transition from founding board to governing board, recruitment of staff, recruitment of students, facilities, curriculum and instruction, transportation, and additional operations. The annual salaries for each party who will receive compensation are as follows: Lead Founder/Chief Executive Officer- $90,000, Director of Operations and Culture, $70,000, Head of Schools, $70,000 and Back Office Provider, $30,000. The Director of Operations and Culture and Head of Schools will be hired mid-year, thus making their payments equivalent to $30,000.

The startup plan in **Figure 2.2(a)** includes actions for the Lead Founder/Chief Executive Officer (CEO), Board of Directors (BoD), Head of Schools (HOS), Director of Operations and Culture(DOC), and a Back-Office Provider (BOP). This plan also designates the role each will play in completion of each task – ownership (O), approval (A), and support (S). In this plan, the shading represents when a task will begin and any months that work might continue for our team.

In alignment with the Tennessee State Board of Education Charter School Pre-Opening Checklist,[153] the following sections and action items are included in the start up plan in **Figure 2.2(a).**

- Governance: Upon authorization, action items that the governing board will be responsible for include, officially vote to approve Mrs. Olaniyi as the Lead Founder/CEO of Empower Memphis Career and College Prep, review, edit and approve all policies such as by-laws, the code of ethics, and conflict of interest policies. In addition, the governing board will finalize board member responsibilities and support with applying for school grants. Additional action items are identified in the governance section of the start-up plan.
- Finance: Upon authorization, the Lead Founder/CEO with support from the governing board, will review and finalize all financial policies and codify all internal controls that will be followed.
- Staff Recruitment: Upon authorization, the Lead Founder/CEO will move forward with the relationships developed with Teach 901, Memphis Teacher Residency, and Teach For America as well as local universities, to begin recruitment efforts for teaching staff. In addition, the Lead Founder/CEO will begin advertising for the founding leadership team members (Head of Schools and Director of Operations and Culture). The staff recruitment section identifies additional action items that will be completed.
- Student Recruitment and Enrollment: Upon authorization, the student recruitment and enrollment section identifies action items that will be taken to recruit and enroll students.
- School Culture: Upon authorization, the school culture section identifies the action items required to develop school culture at Empower Memphis.
- Curriculum and Assessments: The Lead Founder/CEO in collaboration with the Academic Excellence Committee will be responsible for developing and evaluating all curriculum materials for the upcoming school year. The Lead Founder/CEO will be responsible for securing any contracts necessary for the implementation of the academic program.
- Facilities: The facilities team, which includes the Lead Founder/CEO, facilities and finance committee members, as well as support from ANF Architects, Commercial Advisors, will be responsible for completing the action items identified in the facilities section of the start-up plan.
- Transportation: The transportation section identifies the action items required to ensure that transportation requirements are met.
- Additional Operations: Additional operations includes action items that involve the acquisition of technology, development of safety drills and vendor relations.

[153] Tennessee State Board of Education Charter School Pre-Opening Checklist: https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/charter_schools/our_schools/Exhibit%203.%20Pre-Opening%20Checklist_as%20of%202.27.18.pdf

Figure 2.2 a- Start up Plan

Governance																			
Task	**CEO**	**BOD**	**DOC**	**HOS**	**June 2023**	**July 2023**	**Aug 2023**	**Sept 2023**	**Oct 2023**	**Nov 2023**	**Dec 2023**	**Jan 2024**	**Feb 2024**	**Mar 2024**	**Apr 2024**	**May 2024**	**June 2024**	**July 2024**	**Aug 2024**
Review, edit, and approve the draft by-laws, code of ethics, and conflict of interest policy	S	O																	
Finalize Board Member Roles, CEO Roles and Responsibilities And Committee participation	O	A																	
Review and edit policies and finance handbook	S	A																	
Review and finalize board calendar schedule	O	A																	
Recruit Additional Board Members	S	O																	
Hire Chief Executive Officer		A																	
Develop Board Meeting agenda and minutes	O	A																	

template																			
Host Board retreat for governing board	O	S																	
Finalize fundraising plan for the fiscal year	S	O																	
Apply for CSP grant	O	S																	
Apply for additional start up grants	O	S																	

Finance

Task	**CEO**	**BOD**	**DOC**	**HOS**	**June 2023**	**July 2023**	**Aug 2023**	**Sept 2023**	**Oct 2023**	**Nov 2023**	**Dec 2023**	**Jan 2024**	**Feb 2024**	**Mar 2024**	**Apr 2024**	**May 2024**	**June 2024**	**July 2024**	**Aug 2024**
Codify the fiscal internal controls and financial policies the school will employ for tracking daily operational finances	O	S																	
Identify check signers and writers	S	O																	
Define signature, approval, filing policies for POs, checks, receipts	S	O																	

Develop finance templates (budget v. actual) and policy	O	S																	
Design all processing forms (POs, expenses)	O																		
Establish payroll provider and process	O																		
Develop board financial reporting schedule	O	S																	
Develop process for tracking of income, expenses, assets, liabilities, cash flows	S	S																	
Approve Fiscal policy manual	O	A																	
Setup bank accounts	O	S																	
Finalize cash flow plan and adjust if necessary	S	O																	
Develop procedures for receiving and	S	O																	

evaluating classroom library materials																			

Staff Recruitment

Task	CEO	BOD	DOC	HOS	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	June 2024	July 2024	Aug 2024
Reach out to Teach 901, TFA, MTR, and Universities for recruitment support	O																		
Finalize Job Descriptions	O	S																	
Finalize Interview Process and Staff Recruitment Strategy	O	A																	
Assemble Interview Panel	O																		
Post job descriptions on school website and job search sites	O																		
Founding Leader Recruitment and Hiring	O	S																	
Founding Staff Recruitment and Hiring	O	S	S	S															

Student Recruitment and Enrollment

Task	CEO	BOD	DOC	HOS	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	June 2024	July 2024	Aug 2024
Design informational flyers and materials	O																		
Distribute flyers and materials in communities	O	S	S	S															
Post flier on website	O																		
Deepen relationships with community partners	O		S	S															
Design enrollment form	O																		
Make enrollment form available to public	O																		
Make enrollment portal accessible and operational on website	O	S																	

Facilities

Task	CEO	BOD	DOC	HOS	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	June 2024	July 2024	Aug 2024

Assemble Facilities Task Force	O	S																	
Determine school facilities needs based on academic program	O	S																	
Work with Broker to identify potential sites	O	S																	
Evaluate occupancy sites for all types: short term, long term	O	S																	
Work with architect to determine feasibility (from perspectives of program/code and from project cost/affordability)	O	S																	
Conduct code analysis to ensure the facility is in compliance with education codes	O	S																	
Negotiate/finalize terms for potential sites.	O	S																	
Pursue financing and philanthropy options for school site	O	S																	

Hire gen. contractor view/evaluate potential sites to determine required renovations or construction needs, along with costs	O	S																	
Identify school location	O	S																	
Secure financing or decide to use existing cash	O	S																	
Sign lease or purchase agreement	O	S																	
Consult with construction companies and ANF Architects to develop renovation plan	O	S																	
Perform renovations as described	O		S																
Monitor budget and construction plans	O	S																	
Order furniture and classroom equipment for Year 1 through RFP process	A		O																
Obtain property insurance	O																		
Renovations	O																		

or construction is complete																			
Schedule Fire Marshall inspection and health inspection	A		O																
Pass final inspection and receive occupancy certificate	A		O																
Inform Memphis Shelby County Schools of completion of the project to schedule a walkthrough	O																		

Community Partnerships

Task	CEO	BOD	DOC	HOS	BOP	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	June 2024	July 2024	Aug 2024
Develop community partnerships for Empower 360, Career Fair and A Tour	O																			
Develop community partnerships for parental support around careers	O																			

Curriculum and Assessments

Task	CEO	BOD	DOC	HOS	BOP	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	June 2024	July 2024	Aug 2024
Finalization of curriculum selection: Review proposed curricula as identified in Sections 1.4 of the application and confirm selection of the curricula.	O																			
Internal Assessments : Review assessments provided by the curriculum and make adjustments to questions to reflect the question types as seen on TN Ready. Create interim assessments using Illuminate item bank, as needed. Upload all assessments onto Illuminate and include assessment information onto curriculum map.	O																			
Finalize curriculum maps and unit plans	O																			

School Culture

Task	CEO	BOD	DOC	HOS	BOP	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	June 2024	July 2024	Aug 2024
Finalize student handbook, discipline policy with community and family input	A		O	S																
Approve student handbook, discipline policy		A																		
Finalize school calendar	O	A																		
Finalize daily schedule	A		O	S																
Create student orientation schedule and materials	A		O	S																
Develop system for cataloging and posting classroom libay materials on website	A		O																	

Special Populations

Task	CEO	BOD	DOC	HOS	BOP	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	June 2024	July 2024	Aug 2024

Recruit and hire Special Education Teachers	A			O																
Recruit and hire contracted ELL teacher	A			O																
Request IEP Records	A			O																
Review IEP Records	A			O																
Distribute IEP at a glance to teachers	A			O																

Transportation

Task	CEO	BOD	DOC	HOS	BOP	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	June 2024	July 2024	Aug 2024
Identify Transportation Supervisor and submit names to Tennessee Department of Education	O																			
Submit to the TDOS via the Portal Admin Account Management System (PAAMS) the names of persons authorized to drive a school bus as well as school buses used to transport the school's students	A		O																	
Determine transportation needs based on facility	A		O																	

Contract with transportation company	A		O	S																
Develop transportation routes, schedules, procedures for safe and efficient transportation	A		S	S																
Additional Operations																				
Task	**CEO**	**BOD**	**DOC**	**HOS**	**BOP**	**June 2023**	**July 2023**	**Aug 2023**	**Sept 2023**	**Oct 2023**	**rfNov 2023**	**Dec 2023**	**Jan 2024**	**Feb 2024**	**Mar 2024**	**Apr 2024**	**May 2024**	**June 2024**	**July 2024**	**Aug 2024**
Reach out to vendors for information and quotes; issue RFP	A		O																	
Select vendor and draft contract	A		O																	
Develop plans and policies for food service, including delivery, menu, time, logistics, disposal, etc.	A		O																	
Complete FRL forms and develop process for FRL reporting	A		O																	

Purchase POS system for lunch #s and documentation	A		O	S																
Identify nurse and first aid resources			O																	
Develop student health record keeping process and forms, ensuring HIPAA compliance Collect medical forms from families	A		O																	
Deliver staff first aid training			O																	
Contact police and fire departments			O																	
Undergo building inspection	S		O																	
Undergo fire inspection	S		O																	
Contact Board of Health	S		O																	
Develop Fire Drill Policy			O																	
Select Internet Provider	A		O																	
Select Phone Provider	A		O																	
Set up phone system and answering systems	S		O																	

Set up Internet	S		O																	
Purchase staff technology	A		O																	
Purchase student technology	A		O																	
Purchase postage meter	A		O																	
Lease copier	A		O																	
Select SIS vendor warehousing of student data and production of student reports	A		O																	
Create a comprehensive list of all items to be purchase through 12/31 of Y1	A		O																	
Purchase restroom supplies, cleaning products	S		O																	
Purchase PE equipment	S		O																	
Purchase office supplies	S		O																	
Secure janitorial services	A		O																	

(b) Anticipated Challenges

As a new start charter school, we are aware of the challenges that are related to opening a new school. We identified student enrollment, talent recruitment and facilities as the most pressing potential challenges.

Student Enrollment The decline in enrollment across Memphis Shelby County School may pose a challenge with

meeting our initial enrollment numbers. Our intention is to exhaust recruitment efforts in the Orange Mound and South Memphis communities, including partnerships with local organizations and daycares. As we continue to build upon the current family interests, we also plan to enlist the following practices:

- Tennesseans for Student Success Outreach: In collaboration with Tennesseans for Student Success, who has recommended approval of Empower Memphis Career and College Prep, a database of all school aged families will be used to send marketing materials to families within the South Memphis and Orange Mound Communities.
- Preschool/Daycare Events: We have identified pre-schools and daycares within Orange Mound and South Memphis and intend to continue forming relationships and establishing recruitment opportunities by attending any events that they will have. These daycare centers include the following:
    - ABC Child Care Center
    - Magic Kidz Learning Center
    - Children's Cottage
    - Porter Leath Early Learning Center
    - Nora's Little Nooks Day Care Center
    - Joshua's Learning Tree Daycare Cnter
    - New Hope Day Care Center
    - Merryland Child Care and Development Center
    - Kiddie College
    - St Luke Learning Center
    - Greater New Shiloh Day Care Center
- Homeschool Networks: Due to the dissatisfaction of school's learning environment and safety and concerns about academic instruction, many families have decided to disenroll their children from public and/or charter schools and opt for homeschooling. According to the Urban Institute, data collected between the 2019-2020 school year and the 2021-2022 school year showed that homeschool enrollment rose by 30% across the country[154]. "By Fall of 2021, Tennessee homeschooling has increased by more than 2,240 students to over 13,600 — a nearly 20% increase in homeschool enrollment."[155] This unique data point provides us with the opportunity to also collaborate with home-schooled families. We plan to collaborate with local homeschool organizations such as Ebony Homeschoolers, Homeschoolers of Memphis Eclectic, and Charlotte Mason Memphis, to re-engage families with the options that Empower Memphis has to offer. Through invitations to Empower Memphis events as well as attending home-school events, we hope to attract additional families to our school.

If we are unable to meet our target intent to enroll numbers by November 2023, we will pursue recruitment efforts in other neighborhoods within Central City West. We have also developed a contingency budget should we not meet our enrollment goals.

Talent Recruitment We are aware of the current staffing challenges that schools currently face. Our goal is to hire as much local talent as possible. We will partner with recruiting agencies such as Teach for America, Teach 901, and Memphis Teacher Residency, to support our recruitment efforts. In addition, we will partner with local universities such as University of Memphis and Lemoyne Owens to engage in recruitment efforts with their education department. We will exhaust all efforts to hire certificated staff, however in the case that we will need to hire staff that require certification support, we will ensure that we follow all procedures for obtaining waivers for eligible positions. We will also encourage uncertificated staff to participate in programs such as Relay to begin working on obtaining certification.

Facilities We anticipate facilities as a potential challenge as availability and timeline for acquisition and tenant improvements may be impacted. The Lead Founder/CEO has assembled a facilities team that has provided several occupancy options which include vacant and under enrolled Memphis Shelby County School buildings, the

[154] Urban Institute
[155] https://homeschoolacademy.com/

possibility of co-locating with another school, or utilizing incubator spaces. We also recognize that once a facility is secured, tenant improvements will need to be made. Given the timeline for obtaining materials and completing construction may range from 9 months to 18 months, it may possibly impact the ability to open the school site on time. As a result, we have identified the following as options to mitigate these concerns:

- Lease a church space that already has classrooms and kitchen: In the case that an identified facility requires more than nine months to make tenant improvements, we will identify locations that can be used as a temporary year 1 space:
- Co-locate with an already existing school that has at least 6-8 classroom spaces available for Empower Memphis students and staff: We will utilize Memphis-Shelby County Schools Underutilized or Vacant Facilities Report[156]to identify potential school sites that are underutilized within Orange Mound and South Memphis. The Lead Founder/CEO has had experience working in a co-located school and will be able to navigate through potential logistic challenges in collaboration with the leadership of the school.

[156] SCS Underutilized or Vacant Facilities Report: https://www.tn.gov/content/dam/tn/education/nonpublic/chtr_sch/SCS%20Underutilized%20and%20Vacant%20Facilities%20Report.pdf

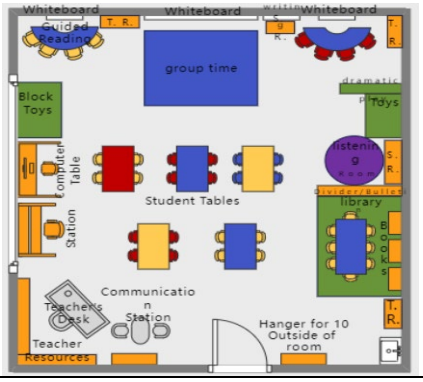
2.3 Facilities

(a) Facilities Need

Empower Memphis Career and College Prep is committed to finding and leasing a facility that can safely and adequately meet the academic and programmatic needs of all our students. We plan to open the school with lower elementary grades K-2 in Year 1, and grow one grade level each year. If we are unable to obtain a space that can hold grades, K-8, in Year 1 of operation, we will find an incubator space for the first two years, until options for a facility that can hold up to 450 students becomes available.

Figure 2.3 (a) describes the specific rooms needed to meet the academic plan that Empower Memphis Career and College Prep intends to provide.

Figure 2.3 (a) Academic Plan Facilities Needs

Academic Plan Facilities Needs	
Classrooms: The ideal classroom space encourages collaboration among students. The space should be large enough to allow for small group instruction when needed. We will hold our morning meetings, teach whole group and small group lessons that will occur either on the carper or at students desks. The classroom should allow for a space for a classroom library, and kidney table that will allow for additional small groups during our WIN intervention time. Classroom spaces will also serve as the locations for electives.	
Multipurpose Room/Cafeteria In the case that we are unable to acquire a facility that has a separate gym and cafeteria, we will utilize a multi-purpose room. This space will be the hub of activity for the school. During the day it is where students will gather for lunch, it will be used as a gym for physical education activities, as well as a place to conduct educational assemblies. After school hours it will be used for our family events, as well as community sponsored events.	
Career Exploration/Media Center Room/Library This space will serve as the location where students will participate in the Career Exploration course. Computers as well as books related to careers will be available in this area. In addition, sessions geared towards parents/guardians about career related topics will be hosted in this space.	

Main Office The main office sets the tone for the entire school. It will be a place where the School Secretary and any additional office personnel /support will engage with parents, community members and other visitors. The office atmosphere and layout will have a welcoming tone that is equipped with the necessary tools to run efficiently. In addition, leadership members may have offices within the main office or spaces within the school.	
Gym The school gym will be a dedicated space for physical education class as well as any other sports or fitness related activities.	

We are looking for facilities that measure a minimum of 60 square feet per child. By year 9, we will need a facility that can accommodate at least 41,000 square feet. **Figure 2.3(b)** represents our minimum space requirements for running our academic program.

Figure 2.3(b): Minimum Space Requirements

Grade	**Enrollment Projections**								
Year	**24-25**	**25-26**	**26-27**	**27-28**	**28-29**	**29-30**	**30-31**	**31-32**	**32-33**
Level	**K-2**	**K-3**	**K-4**	**K-5**	**K-6**	**K-7**	**K-8**	**K-8**	**K-8**
K	50	50	50	50	50	50	50	50	50
1	25	50	50	50	50	50	50	50	50
2	25	25	50	50	50	50	50	50	50
3		25	25	50	50	50	50	50	50
4			25	25	50	50	50	50	50
5				25	25	50	50	50	50
6					25	25	50	50	50
7				`		25	25	50	50
8							25	25	50

Total	100	150	200	250	300	350	400	425	450
Core Classrooms									
Number of Classrooms	4	6	8	10	12	14	16	17	18
Total Space (60 square ft per student)	6000	9000	12000	15,000	18,000	21,000	24000	25,500	27,000
Common Spaces									
Number of Spaces	2	2	2	2	2	3	3	3	3
Multipurpose Room/Cafeteria 3,000 square feet	1	1	1	1	1	1	1	1	1
Career Exploration/Library/ Media Center 1,500	1	1	1	1	1	1	1	1	1
Gym 3400 square feet	0	0	0	0	0	1	1	1	1
Total Space	4500	4500	4500	4500	4500	7900	7900	7900	7900
Special Populations Spaces									
ELL Classrooms =600 square feet	1	1	1	1	1	1	1	1	1
Special Education Classroom=600 square feet	1	1	1	1	1	1	1	1	1
Number of Classrooms	2	2	2	2	2	2	2	2	2
Total Square Foot	1200	1200	1200	1200	1200	1200	1200	1200	1200
Additional Spaces									
Main Office=800	1	1	1	1	1	1	1	1	1
Lower Elementary Office Space=600	1	1	1	1	1	1	1	1	1
Upper Elementary Office Space=600	0	0	0	0	1	1	1	1	1

Teacher Workroom=500	1	1	1	1	1	1	1	1	1
Electives Spaces=1200(per room)	0	0	0	0	2	2	2	2	2
Number of Spaces	3	3	3	3	6	6	6	6	6
Total Square Foot	1900	1900	1900	1900	4900	4900	4900	4900	4900
Minimum Square Feet Required	13,600	16,600	19,600	22,600	28,600	35,000	38,000	39,500	41,000

(b) Facilities and Budget

The proposed square footage of our facility is based on requiring 60 square feet per student to meet the needs of our instructional model. We use this same estimate above to arrive at our values in the "Minimum Square Feet Required" row at the bottom of the table in **Figure 2.3(a)**. Because our instructional model is inclusive of response to intervention practices that requires working with students in small groups, we reserve the most amount of space throughout our growth for instructional spaces to accommodate our instructional plans.

(c) Board Experience

Members of Empower Memphis Career and College Prep founding board have significant experience in facilities acquisition and management. Tim Rollins is the Director of Strategic Initiatives of Cushman & Wakefield, a commercial real estate firm in Memphis TN. He has provided strategic and long-term planning support for "Fortune 500 companies, the U.S. Army, and small businesses on over $500 million in commercial real estate analysis, acquisitions, management, and construction[157]." Brian Burnett is the manager of CBRE a Real Commercial Real Estate Group and has over a decade of experience in finance. Collectively, Mr. Rollins and Mr. Burnett will be able to support the facilities needs as required.

(d) Identifying and securing a facility

The Lead Founder/CEO and the governing board will work with local real estate agents to identify potential school sites. Currently, we have partnered with Commercial Advisors, ANF Architects. Commercial Advisors brokers are providing us with site options throughout Memphis, ANF Architects to support with feasibility studies and Burch, Porter and Johnson, to support with land use approvals.

*Identifying a facility***:** Commercial Advisors and the Lead Founder/CEO have sourced through several listings that were made available either via word of mouth, the Commercial Advisors database, and Memphis Shelby County Schools facilities database. When searching for facilities we looked for traditional school sites and non-traditional school sites that met our minimum required square footage requirements and/or maximum square footage requirements. Traditional school sites were defined as buildings that were already outfitted as a school, meaning facilities that were originally constructed as a school or buildings that were not originally constructed as a school, but have been retrofitted for school use. Nontraditional schools were defined as buildings that were not constructed or converted into schools, facilities such as warehouses, shopping centers, etc would fall in this category. Secondly we considered square footage as another requirement. For sites that were between 10,000-20,000 square feet, we plan to use it as a 1-3 year incubator space, with a leasing option, and that the site requires minimum to no tenant improvements as the site would be temporary. For sites that were between 20,000-40,000 square feet, we plan to consider the sites as a 1-8 year option, where depending on the condition of the facility and if there is room to grow, we would seek a combination of leasing with an intent to purchase agreement. Finally for any facility larger than 40,000 square feet, we would consider it a 1-10 year option, where depending on the condition of the facility, we would seek a combination of leasing with an intent to purchase. For facilities that we encounter that meet the 1-8 or

[157] https://www.cushmanwakefield.com/en/united-states/people/tim-rollins

10 year option, that require substantial tenant improvements, we plan on developing a phase in construction plan that will consider the scope of construction over a period of time.

Through our exhaustive search of over 20 potential locations throughout Orange Mound and South Memphis, we identified the sites located in **Figure 2.3(c): Facilities Options,** as potential sites that meet both minimum and maximum square footage requirements. We conducted site visits of each site to determine feasibility.

Securing a school site: Once approved, and if still on the market, we will move forward to securing the most efficient and economically sound facility that can either immediately meet the needs of our academic program or can be converted to meet the needs of our academic program. For sites that have been identified through Memphis Shelby Counties facilities, we will follow the facilities acquisition process as determined by the district. For other sites we will follow the action items as identified in **Figure 2.3(b): Facilities Timeline.**

Facilities Team The Facilities Team will include Lead Founder/CEO Muna Olaniyi, alongside Founding Board Member Tim Rollins, Director of Strategic Initiatives for Cushman and Wakefield, a leading real estate firm in Memphis TN, and Founding Board Member, Brian Burnett, Manager at CBRE. We created a facilities team with over sixty years of cumulative experience in facilities management, that will support us in securing a facility that is optimal programmatically as well as fiscally. Alex Shaw, Co-Founder and Partner of Level Field, will serve as a consultant for Lead Founder/CEO. Level Field is a commercial real-estate company that provides internal sector knowledge to charter operators on operations, real estate, and construction. Josh Whitehead, a Land Use Attorney for Burch, Porter, and Johnson will support with providing zoning and land use expertise of the selected buildings. Matt Weathersby will serve as Lead Broker from Cushman and Wakefield|Commercial Advisors. Rebecca Conrad will support as an Architect from ANF Architects. Once the facility is secured, a general contractor and project manager will be secured to support necessary renovations that are needed.

(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 Tenn. Code Ann. § 49-13-107. Include associated costs in budget details.

As we assess all facilities options, we will keep compliance with all laws associated with school facility management as guiding principles. The Board and any outside architectural counsel will perform initial assessments on the existing sites to provide information and advice to the Board about the existing structure and any improvements that would be necessary for ADA compliance. We will consult with a professional code assessor to assist in all required due diligence. After reviewing the code assessment, the Facilities Team will ensure compliance with all Americans with Disabilities Act (ADA) requirements, Shelby County planning review requirements, and safety requirements per T.C.A. § 49-13-107.

(f) Facilities Timeline.

In our search to find a facility for Empower Memphis Career and College Prep, we determined that we needed a location that was in close proximity to the South Memphis and Orange Mound communities. Secondly, we wanted to secure a facility that at minimum can serve as an incubator space for the first few years, at the minimum space as identified in our space specifications table. We selected a broker team that has years of experience finding properties for charter schools that include unique spaces or former Memphis Shelby County Schools. The table below is the facilities timeline for acquiring a facility for Empower Memphis Career and College Prep.

Figure 2.3(b): Facilities Timeline

Facilities Timeline	
Task	**Timeline**
Assemble Facilities Task Force	Oct 2022
Determine school facilities need based on academic program	Oct 2022-Dec 2022

Work with Broker to identify potential sites	Dec 2022- June 2023
Evaluate occupancy sites for all types: short term, long term	Dec 2022-June 2023
Work with land use attorney to determine appropriate zoning requirements	Dec 2022-June 2023
Work with architect to determine feasibility (from perspectives of program/code and from project cost/affordability)	Dec 2022-June 2023
Conduct code analysis to ensure the facility is in compliance with education codes	Dec 2022-June 2023
Negotiate/finalize terms for potential sites.	April -June 2023
Pursue financing and philanthropy options for school site	Dec 2022-June 2023
Hire gen. contractor view/evaluate potential sites to determine required renovations or construction needs, along with costs	Dec-June 2023
Identify school location	June 2023
Secure financing or decide to use existing cash	June 2023
Sign lease or purchase agreement	June 2023
Obtain property insurance	Jun 2023-July 2023
Consult with construction companies and ANF Architects to develop renovation plan	July-Dec 2023
Perform renovations as described	Jan 2024-May 2024
Monitor budget and construction plans	Ongoing
Order furniture and classroom equipment for Year 1 through RFP process	Jan 2024
Renovations or construction is complete	May 2024
Schedule fire marshall inspection and health inspection	May 2024
Pass final inspection and receive occupancy certificate	May 2024
Inform Memphis Shelby County Schools of completion of the project to schedule a walkthrough	May/June 2024

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

The Facilities Team and the Lead Founder/CEO of Empower Memphis Career and College Prep will continue to explore facilities options throughout this process. Should the facilities plan fall through, we will follow up with community organizations such as churches and non-profit organizations, to utilize their facility until the appropriate facility is acquired.

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

Researching and identifying potential facilities opportunities continues to be a consistent and ongoing priority for our team. We conducted market research value and identified options for an incubator space (Years 1-3), a temporary space for years (1-5) and a final space for years (1-10).

Figure 2.3(c): Facilities Options

Facilities Options (Years 1-3)		
	First Choice	Second Choice
Facility Image		
Location	2877 Lamar Ave, Memphis, TN 38114	3015 Park Avenue, Memphis TN 38114
Total Available Space	18,000 SF	22,106 SF
Price	$4 / Sq Ft / YR	$650,000
Description of Property	Former grocery store in high traffic area with dense demographics. Huge space with great exposure and parking.	"Ihis fully-sprinklered facility features an 80 x 60 open banquet hall, catering kitchen along with office, training and classroom spaces on the second floor. This property is perfect for a wedding venue business or other adaptive reuses including medical, daycare, education, office and light industrial/flex. This gated property features 360 degrees of parking with approximately 68 striped spaces and additional unstriped spaces for large events. This offering includes 5 tax ID parcels. A 6th parcel can be added."
Length of viability	This facility can be used up till the end of year 2 of operation, as beyond year 2, an additional 1600 SF is needed to meet the minimum space required for Empower Memphis Career and College Prep.	This facility can be used as an incubator space up to year 3 of operation, as our minimum square footage required is 19,600. This space can also be considered for an additional 2 years of occupancy as a sixth parcel can be added.
Budget Assumptions	The budget assumes leasing costs of $6 per sq. ft. for 35K sq. ft. yrs 1 -2, then $6 per sq. ft. for 50,000 sq. ft. yrs 3-5. $120,000 has been allocated towards	The budget assumes leasing costs of $6 per sq. ft. for 35K sq. ft. yrs 1 -2, then $6 per sq. ft. for 50,000 sq. ft. yrs 3-5. $120,000 has been allocated towards

	renovations during the planning year; $40,000 annually in years 3-5 as school grows	renovations during the planning year; $40,000 annually in years 3-5 as school grows.

Facilities Options (Years 1-5)		
	First Choice	Second Choice
Facility Image	)escription	
Location	1299 E. McLemore Ave	3600 Regal Blvd
Total Available Space	30,660 square feet	32,416 square feet
Price	$2,300,000-purchase; Rental Rate to be considered	Rental Rate: $5.00 /SF/Yr
Description of Property	30,600 SF over three buildings, 83-acre campus, electronic gate and fire alarm system in place, Move-in ready	32,416 SF Warehouse that can be converted to a school
Length of viability	Incubator Space (3 years)	Incubator space (1-4 years)
Budget Assumptions	The budget assumes leasing costs of $6 per sq. ft. for 35K sq. ft. yrs 1 -2, then $6 per sq. ft. for 50,000 sq. ft. yrs 3-5. $120,000 has been allocated towards renovations during the planning year; $40,000 annually in years 3-5 as school grows	The budget assumes leasing costs of $6 per sq. ft. for 35K sq. ft. yrs 1 -2, then $6 per sq. ft. for 50,000 sq. ft. yrs 3-5. $120,000 has been allocated towards renovations during the planning year; $40,000 annually in years 3-5 as school grows

Facilities Options (Years 1-10)		
	First Choice	Second Choice

Facility Image		
Location	Charjean Elementary School: 2140 Charjean Rd, Memphis, TN 38114	Magnolia Elementary: 2061 Livewell Cicle, Memphis Tn 38114
Total Available Space	39,352	76,804
Price	To be determined	To be determined
Description of Property	Vacant building with 24 classroom spaces available.	Vacant building
Length of viability	The facility can support Empower Memphis up til year 7 of nrollment projections.	The facility can support Empower Memphis at full capacity/
Budget Assumptions	The budget assumes leasing costs of $6 per sq. ft. for 35K sq. ft. yrs 1 -2, then $6 per sq. ft. for 50,000 sq. ft. yrs 3-5. $120,000 has been allocated towards renovations during the planning year; $40,000 annually in years 3-5 as school grows	The budget assumes leasing costs of $6 per sq. ft. for 35K sq. ft. yrs 1 -2, then $6 per sq. ft. for 50,000 sq. ft. yrs 3-5. $120,000 has been allocated towards renovations during the planning year; $40,000 annually in years 3-5 as school grows

2.4 Personnel/Human Capital

(a) Leadership Structure

Empower Memphis Career and College Prep's organizational charts can be found in **Attachment G.** During Year 1**,** the leadership team will consist of the Lead Founder/CEO, Lower Head of Schools and Director of Operations and Culture. The Lead Founder/CEO will be the sole employee of the Governing Board. Upon authorization, the Board will hold a Board Meeting to officially hire Mrs. Olaniyi as the Lead Founder/CEO of Empower Memphis Career and College Prep.

The Head of Schools and Director of Operations and Culture will report to the Lead Founder/CEO.

Lead Founder/CEO The Lead Founder/CEO will develop the academic vision, curriculum and assessments, professional development and partnership needs for Empower Memphis Career and College Prep.

Essential functions of the job may include but are not limited to the following:

- Work with the Board, Lower School and Upper School Leadership Teams to create, refine, and implement a comprehensive school plan for the success of Empower Memphis Career and College Prep.
- Build a strong, positive relationship between the organization and its governing board, employees, students, families, and the broader community
- Oversee all organizational operations including budgeting, accounting, human resources, contract management, facilities, and compliance.
- Evaluate all school management systems, annual goals, and objectives in conjunction with faculty, the board, and parents on an annual basis.
- Attend all state-mandated training including career and technical education training for continuous improvement of Empower Memphis Career and College Prep.
- Develop policies for employment, employee relations, benefits and services, safety consciousness, performance appraisal, and salary administration of all employees.
- Collaborate with the Leadership Team to strategize, develop, and implement plans for staff development, staff participation in decision-making, and establishing career paths within the organization.
- Implement and instill best practices in education, instructional programs, and charter school operations
- Execute performance management of instructional leaders to ensure student achievement gains are being realized.
- Support the Head of Schools to ensure high-quality implementation of the academic program, including school culture, standards, assessments, and instructional guidelines
- Support the differentiated professional development of leaders to ensure they have the skills to select, develop and evaluate staff
- Monitor and evaluate the effectiveness of school leadership, ensuring strategies are student-focused and aligned with Empower Memphis mission, vision, core values, academic standards, and goals

Director of Operations and Culture*:* The Director of Operations and Culture (DOC) is responsible for developing and implementing clear operational systems that support a data-driven, positive culture and climate. Essential functions of the job may include but are not limited to the following:

- Leads all aspects of school operations, including facilities, food and transportation services, school schedules, rosters, student information systems, visitors, and technology.
- Manages operations and nursing staff and ensures the smooth operation of the main office;
- Ensures school-wide compliance with health and safety laws, charter contracts, state education mandates, teacher certification, and federal and state workplace regulations;
- Leads student recruitment efforts to increase enrollment

- Collaborates with the Lead Founder/CEO and Head of Schools to develop school-wide budgets.
- Run academic and culture reports to support schools with analysis of academic and cultural performance
- Builds a joyful and rigorous school culture.
- Supports the Head of Schools and Dean of Culture with fostering consistency in academic and behavioral expectations.
- Ensures schoolwide expectations and traditions are maintained year after year in each grade.

Head of Schools The Head of schools serves as the instructional leader that is responsible for the implementation and execution of the Empower Memphis mission and vision. Essential functions of the job may include but are not limited to the following:

- Set ambitious school wide goals, aligned to the mission of Empower Memphis Career and College Prep
- Leads and manages leadership team
- Model expectations for leaders, teachers, and students on school-wide practices that promote positive school culture
- Formalize instructional systems for lesson plan review and submission
- Develop and lead professional development that drives highest impact improvements in teacher practice
- Conducts regular formal and informal observations aligned to student achievement and strategic goals
- Interpret and communicate data to determine school needs
- Serve as the "RTI Coordinator" to monitor student progress
- Design and execute a plan for involving parents in students' academic and character development
- Conduct meetings with students and families
- Establish and maintain strong communication lines with all parents
- Plan and coordinate open houses, student led parent-teacher conferences and other events involving parents
- Collaborates with the Lead Founder/CEO, Director of Operations and Culture, and Back Office Provider to create the annual school budget for the school

(b) School Leader

The Lower Head of School will be hired by the Lead/Founder CEO of Empower Memphis Career and College Prep, during the planning year. The Lower Head of School is the instructional leader for grades K-5, providing leadership to maximize the efforts of teachers and students.

Qualifications

- Bachelor's Degree Required, Master's degree preferred from an accredited college or university
- State certification in Administration/Supervision as defined by the Tennessee Department of Education
- Minimum 5 years of effective teaching experience
- Minimum of 3 years leadership experienced in education
- Excellent planning and problem-solving skills
- Excellent oral and written communication and presentation skills
- Experience using data analysis to facilitate and support decision making responsibilities
- Set ambitious school wide goals, aligned to the mission of Empower Memphis Career and College Prep
- Leads and manages leadership team
- Model expectations for leaders, teachers and students on school-wide practices that promote positive school culture
- Formalize instructional systems for lesson plan review and submission
- Develop and lead professional development that drive highest impact improvements in teacher practice
- Conducts regular formal and informal observations aligned to student achievement and strategic goals

- Interpret and communicate data to determine school needs
- Serve as the "RTI Coordinator" to monitor student progress of students
- Design and execute plan for involving parents in students' academic and character development
- Conduct meetings with students and families
- Establish and maintain strong communication lines with all parents and share progress
- Plan and coordinate open houses, student led parent-teacher conferences and other events involving parents
- Collaborates with the Lead Founder/CEO, Director of Operations and Culture, and Back Office Provider to create the annual school budget for the school

Full Capacity At full capacity, Empower Memphis leadership structure will consist of the Chief Executive Officer, Lower Head of School, Upper Head of School, Director of Operations, Director of Special Populations, Dean of Culture K-5; Dean of Instruction K-5; Dean of Culture 6-8; Dean of Instruction 6-8. The Director of Special Populations, the Dean of Culture and Dean of Instruction descriptions are below.

Director of Special Populations Hired Year 3 and reporting to the Lead Founder/CEO the Director of Special Populations will assist in driving a culture of academic excellence and high levels of student achievement. The Director of Special Populations will work closely with the Head of Schools, the Director of Operations and Culture and teachers and staff to provide quality education for all students. Essential functions of the job may include but are not limited to the following:

- Monitor compliance of documentation and legally mandated services for Empower Memphis Career and College Prep students with IEPs, 504 plans, ESL, and Gifted programs
- Establish and maintain relationships between district contacts for special populations
- Attend all manifestation meetings as the Empower Memphis Career and College Prep's regional representative
- Review data for FBAs after 4 weeks and data on BIPs biweekly
- Attend all mandatory professional development for special populations as the Empower Memphis Career and College Prep regional representative for the district and turn-key information as needed
- Complete all documentation for audits and compliance
- Attend all school meetings related to alternative placements for students
- Assist schools with developing programs for special populations
- Provide direct services hours to students if needed
- Monitor consistency and quality of Empower Memphis Career and College Prep special populations programming through walkthroughs, observations, data digs, and one-on-one's
- Facilitate professional development for leaders and teachers regarding compliance, instructional support, and best practices
- Inform school-based personnel of district, LEA, and additional professional development offerings
- Monitor teacher, related services, and student schedules to ensure students are receiving the appropriate amount of direct service hours through walkthroughs, observations, and service logs
- Support teachers with the lesson internalization process through modeling and coaching
- Assist counselors with the S-team process
- Assist school personnel with resolving parent complaints regarding services for special populations
- Support teachers in developing instructionally appropriate IEPs, ILPs, and 504 plans through professional development, office hours, and practice clinics
- Observe special populations team members informally and formally and provide feedback to teachers and managers
- Train and assist school-based counselors, ESL teachers, special education teachers, and multi-tiered student

support personnel

- Ensure the appropriate accommodations for students are active when using on-line platforms
- Research and apply for grant opportunities on both district and school levels
- Monitor homebound requests and updates
- Update intranet with Special Populations resources as needed
- Identify students that meet or may meet the qualifications for Special Populations using PowerSchool Registration July-September
- Ensure students are coded correctly PowerSchool subgroups
- Ensure students have the correct course codes attached to PowerSchool
- Maintain and monitor accuracy of all databases for special populations including Easy IEP, ELLevation, PowerSchool, Illuminate, Fastbridge, and NWEA.
- Ensure proper transfer of student files between districts and schools, including troubleshooting errors
- Monitor compliance of 504, ILP, and IEP hard files for compliance throughout the school year
- Obtain bids from potential related service providers and assist in final contract decision
- Review contracts to determine renewal
- Maintain relationships between contracted providers throughout the school year
- Serve as point of contact for concerns or needs in Empower Memphis Career and College Prep regarding contracted services
- Monitor compliance and service hours for related services across Empower Memphis Career and College Prep
- Obtain schedules and contact information for all contracted workers
- Develop partnerships with organizations to provide resources to Empower Memphis Career and College Prep

Dean of Culture Hired at full scale, the Dean of Culture will be responsible for leading the culture of the school, including the development of student character and ensuring a positive and structured environment that creates the conditions for learning. Essential functions of the job may include but are not limited to the following:

- Provide professional development to staff on best practices that support a positive school culture
- Lead and oversee an effective Tier I, Tier II, and Tier III behavior PBIS program, in collaboration with the Behavior Team
- Lead school-wide recognition assemblies, parent workshops, community events, and other culture-building activities
- Support teachers in building relationships with students and parents
- Ensure that the physical environment of the school reinforces school culture and facilitates student growth and achievement
- Conduct regular school culture walkthroughs, classroom observations and audits to help staff maintain a high bar of excellence

Dean of Instruction Hired year five of operation for Lower School, the Dean of Instruction will oversee the instructional program to provide a quality educational environment that meets the needs of all students. In collaboration with the Head of School, the Dean of Instruction will be responsible for the execution of the instructional program and the development of teachers and staff. Essential functions of the job may include but are not limited to the following:

- Coach teachers and teacher's assistants toward development goals related to classroom culture, management, and instruction at least once a week,
- Deliver weekly schoolwide professional development
- Conduct data meetings with teachers after each assessment, and monitor overall academic progress for students
- Assist in revising and posting assessments

Evaluation The Head of School will be evaluated using the TEAM Evaluation Rubric. The metric, as described in State Board Policy 5.201: 50% of the evaluation criteria will be compromised by student achievement. The remaining 50% of the evaluation criteria shall be a rating using qualitative measures: (1) School climate and or Teaching and learning conditions surveys, (2) a review of quality implementation of teacher's evaluations, and (3) two on-site observations conducted by certified evaluators determined by the department of education. The Lead Founder/CEO will meet weekly with the Head of schools to discuss priorities.

Development and Support The Head of School will be supported and developed by the Lead Founder/CEO. The Head of School will utilize the Team Rubric to conduct a self-evaluation, and from there, a coaching plan will be developed to meet the overall needs as identified by the Head of School. The Lead Founder/CEO will meet with the Head of Schools each week to provide coaching support based on the coaching plan and the priorities of the school. Data review, leader reflection, and school walkthroughs will be a part of the coaching process.

(c) Recruitment and Hiring Strategy

Additional Staff In addition to the Leadership staff that was identified in **Section 2.4c**, we intend to hire a total of four lead teachers to teach grades K-2 students, one Kindergarten Teachers assistant, one Academic Success Coach, one School Counselor, one Career Exploration teacher, one part time Physical Education teacher, one special education teacher, one contracted school nurse, one secretary.

K-8 Classroom Teacher The classroom teacher will plan, organize, and implement the instructional program in an elementary or secondary learning environment that guides and encourages students to develop and fulfill their academic potential.

Teacher's Assistant The Teacher's Assistant position will assist Kindergarten teachers with curriculum planning, supervision, and teaching and reinforcing learning concepts.

Special Education Teacher Hired in year one of operation, the Special Education Teacher will work with students who have a wide range of learning, mental, emotional, and physical disabilities. Special Education Teachers will collaborate with general education teachers to adapt lessons to meet the needs of special education students. In the case where additional special education staff is required as a result of an increase of students with IEPs, or an increase of students that may require a self-contained setting, etc, Empower Memphis will expeditiously implement the following hiring practices to attract and attain certified special education staff:

- We will utilize Indeed, Teach 901, MTR and TFA, to support marketing and recruitment for additional special education teacher or special education staff
- We will collaborate with Teach 901, MTR and TFA by attending any hiring fairs or information sessions that will give us access to a teaching pool.
- If Indeed advertisements, and collaboration with Teach 901, MTR and TFA does not suffice, we will host our own hiring fair to recruit staff.
- The interview process will consist of: 1) completion of an online application, submission of resume, and the completion of a Performance Task based on the role, and 2) in person interview, which includes discussion of submitted materials and a Teaching Demonstration for teachers. Selection criteria for any staff member includes displaying a growth mindset, the ability to receive and implement feedback, high expectations for students, and the willingness to lead a club during Empower Memphis 360. As part of the interview process, candidates will engage in teaching demonstrations (teachers) or simulations (leaders).

Physical Education Teacher Hired in year one of operation, the Physical Education teacher will be responsible for teaching physical education to students and advancing students' physical ability.

Career Exploration Teacher Hired in year one of operation, the Career Exploration teacher will expose students to a wide range of careers that demand specialized skills. The Career Exploration course gives students hands-on

experience with current, real-world technologies and helps close the skills gap.

Academic Success Coach Hired in year one of operation, the Academic Success Coach will support with improving reading and math skills. The Academic Success Coach will address the specific needs of a particular child when regular classroom instruction is insufficient using research-based interventions.

School Counselor Hired in year one of operation, the school counselor will be responsible for implementing a schoolwide multi-tiered behavior and cultural program that supports the prevention and intervention of social and emotional needs. The school counselor will be a member of the behavior team, helping to provide tiered behavior support to students.

School Nurse Contracted in year one of operation, the School Nurse will provide health support services to Empower Memphis students and staff. They will treat student injuries or illnesses and advise students, their parents or guardians, and staff on health issues. In addition, they will be a part of the RTI team and support vision and hearing screenings of students that are referred to the School Support Team.

School Secretary Hired in year one of operation the School Secretary will be responsible for providing support to Empower Memphis students and staff with clerical support, communicating information to staff, and providing complete and accurate records.

Behavior Success Coach Hired in year three of operation, the Behavior Success Coach will support students with behavior challenges. The Behavior Success Coach will provide individual or small group sessions and monitor, report, and communicate behavior performance to students who are struggling behaviorally.

Between year 2-5, Empower Memphis Career and College Prep intends to hire a Personal Finance Teacher, Foreign Language Teacher and Floating School Teachers.

Personal Finance Teacher Hired year five of operation, the Personal Finance Teacher will teach students financial literacy skills such as making a budget, balancing a checkbook, and basic investing as it relates to the positions within their Career Cluster of study.

Foreign Language Teacher Hired year five of operation, the Foreign Language Teacher will teach students to speak, comprehend and write in a foreign language. They will also provide instruction on the culture of the countries where the language is spoken.

Floating School Teacher: The Floating School Teacher will serve as a content teacher for Science and Social Studies instruction, as well as support with small group instruction during the WIN Block and sub coverage, as needed.

Hiring Process The Lead Founder/CEO will be responsible for hiring the Director of Operations and Culture, the Head of Schools, and the Director of Special Populations. The Lead Founder/CEO will be responsible for assembling the Interview Panel, which will include members of the Board of Directors, Community Stakeholders, and potential parents/guardians of Empower Memphis Career and College Prep. The Director of Operations and Culture will be responsible for hiring the school nurse and the school secretary. We will reach out to local universities education programs such as University of Memphis or Lemoyne Owen to recruit for education major graduates or those interested in internship opportunities. We will utilize Indeed, Teach 901, MTR and TFA, to support marketing and recruitment for the vacant positions. We will collaborate with Teach 901, MTR and TFA by attending any hiring fairs or information sessions that will give us access to a teaching pool. If Indeed advertisements, and collaboration with Teach 901, MTR and TFA does not suffice, we will host our own hiring fair to recruit staff. Lastly, the interview process will consist of: 1) completion of an online application, submission of resume, and the completion of a Performance Task based on the role, and 2) in person interview, which includes discussion of submitted materials and a Teaching Demonstration for teachers. Selection criteria for any staff member includes displaying a growth mindset, the ability to receive and implement feedback, high expectations for students, and the willingness to lead a club during Empower Memphis 360. As part of the interview process, candidates will engage in teaching demonstrations (teachers) or simulations (leaders).The timeline for hiring and staffing positions at Empower Memphis Career and College Prep is as follows:

2.4 (a): Hiring Plan

Month	Positions	Hiring Strategy
June/July 2023	Empower Memphis Career	Lead Founder/CEO reaches out to universities Teach 901,

	and College Prep is approved	MTR, TFA to confirm timing for recruiting teachers
August 2023	Interview Panel	Lead Founder/CEO assembles Interview Panel;
September 2023	Director of Operations and Culture Head of Schools	Make external posting using job board such as Indeed.
September 2023		Potential candidates complete Round 1 of interview process: Submission of Resume and completion of Performance Task
November 2023		Potential candidates complete Round 2 of interview process: Face to Face Interview with Interview Panel
December 2023		Final selection of Head of Schools and Director of Operations and Culture. Offer letter is distributed to start Jan 1, 2024.
December 2023	2 Kindergarten Teachers 1 First Grade Teacher 1 Second Grade Teacher 1 Special Education Teacher	Make external posting using job boards such as Indeed, Teach 901, MTR and TFA.
January 2024		Director of Operations and Culture and Head of Schools are added to the Interview Panel. Potential candidates complete Round 1 of interview process: submission of resume and completion of Performance Task
February 2024		Potential candidates complete Round 2 of interview process: Face to Face interview with Teaching Demonstration
March 2024		Final selection of founding K-2 teaching staff and Electives Teacher. Offer letter is distributed to start on July 1, 2024
March 2024	1 Kinder Teaching Assistant 1 Academic Success Coach 1 School Secretary Career Exploration Teacher and PE Teacher	Make external postings using job boards such as Indeed, Teach 901, MTR and TFA.
April 2024		Potential candidates complete Round 1 of interview process: submission of resume and completion of Performance Task
May 2024		Potential candidates complete Round 2 of interview process: Face to Face interview with Teaching Demonstration (Career Exploration and PE teacher)
June 2024		Final Selection of staff; distribute offer letter to start on July 1, 2024

(d) Diversity

We anticipate that our student population will be approximately 80-95% black, due to surrounding school demographics. Therefore, upon approval, the Lead Founder/CEO will assemble an Interview Panel that will be responsible for conducting the interview process. The panel will include members of the Board of Director, local community members, and parents. The inclusion of local community members and parents as part of the Interview Panel, will allow for varying perspectives when conducting the interview process.

(e) Licensure required by State Board Rule 0520-02-01 and Policy 5.201.

In order for a teacher to be licensed and endorsed in their content area, they must have proof of current or out of state licensure. They will complete their transaction on TN Compass and upload any required documentation including out of state verification forms if needed. For educators who have yet to be licensed, they must have a bachelor's degree with a 2.75 or higher, content knowledge in the area of licensure either shown through a major or shown evidence of passing the Praxis. For elementary school teachers they must pass the Praxis for Elementary Education: Multiple Subjects Exam, which includes 4 subtests. For Middle School teachers they must pass the Middle School Language Arts, Mathematics Middle Grades and Early Secondary Exam, Middle School Science exam, Middle School Social Studies exam and World and U.S History: Content Knowledge. PE teachers will need to pass the Physical Education: Content Design. ELL teachers will need passing scores from the English to Speakers of Other Languages. For our Special Education teachers, they will need to pass the Special Education: Core Knowledge and Mild to Moderate Applications. For Gifted Teachers, they must show licensure in an approved content area as well as an endorsement obtained either through the completion of up to fifteen hours from a gifted endorsement program and passing the Gifted Praxis. Hired staff must be assigned within TN Compass by the Director of Operations and Culture.

In the case where we may hire teachers that are not fully credentialed, we will follow TN protocol to ensure that teachers are on the path towards full endorsement. This process will not be used for Special Education teachers as they must be certified in special education. The Lead Founder/CEO will initiate a request for a permit or waiver on TN Compass. The Lead Founder/CEO will make the recommendation for a permit or waiver, only if evidence is provided by the potential staff member of fulfilling a minimum of having a bachelor's degree and being enrolled in an education preparation program with good standing.

We will utilize Diane Sweeney's Student-Centered Coaching Framework and incorporate the TEAM rubric and Teach Like A Champion strategies, to provide our cyclical approach to development: Equip, Empower, Evaluate, and Elevate. Equip refers to our method of providing professional development to our staff. Empower refers to the coaching practices that will be employed to support teachers. Evaluate is our method for observations, and Elevate is our method of celebrating success.

In alignment with TN State Board of Education Teacher and Administrator Evaluation policy 5.201, teachers will have formal observations. The TEAM evaluation rubric will serve as our benchmark for success as it measures teacher performance in the following areas: instruction, planning and environment. We will collect multiple data points to show improvement over time. Teachers will receive two formal observations each quarter based on the area of focus in the coaching cycle. Based on the evaluation scores, schoolwide trends will be used to determine the next steps for professional development (equip), or individual coaching support (empower).

The formal evaluations will be a factor in determining a renewal contract for the following year. Semester evaluation debriefs will occur in December and in May. May evaluation meetings will encompass the comprehensive performance of the teacher and staff for the year.

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

We will strive to employ staff that exemplify our core values- Responsible, Respectful, and Reflective. As part of our responsibility, it is important that all staff members of Empower Memphis Career and College Prep are held accountable for meeting the mission of accelerating academic achievement, fostering individuality, and cultivating career mindsets. Empower Memphis Career and College Prep is an at-will employer. Employees are considered at-will, and either the employee or the school may terminate the employment relationship under the policies set forth in our employee handbook at any time. It is the responsibility of the Board to oversee school policies and operations. However, no person other than the Lead Founder/CEO has the authority to enter into any agreement for employment for any specified period of time and any such agreement must be made in writing.

We also believe in providing support to all Empower Memphis Career and College Prep Staff. In the instance where an employee is not meeting expectations, a Professional Improvement Plan, PIP, will be executed for a two to four-week period that identifies all expectations which include deliverables, observations, and data analysis. The Founder/CEO will be responsible for creating the Professional Improvement Plan. Weekly check-ins will be in place to monitor the success of the Performance Improve Plan. In the unfortunate case where staff performance does not improve, they will be terminated. In the case of egregious behavior, automatic termination will be instituted. In the

case where there is an unsatisfactory leader or teacher performance or personnel changes, the process below describes the termination protocol for the CEO/Lead Founder, Head of Schools, Director of Operations and Culture, Director of Special Populations, and additional staff. Termination of Lead Founder/CEO.

Termination of Lead Founder/CEO

The Board of Directors will be responsible for the evaluation and termination of the Lead Founder/CEO. If the Lead Founder/CEO demonstrates unsatisfactory performance, the Lead Founder/CEO will be placed on a Performance Improvement Plan, developed by the Board, that documents the performance. The Performance Improvement Plan will document measures for success, and feedback provided during the duration of the Performance Improvement Plan, which will be discussed during weekly update meetings. If The Lead Founder/CEO requires immediate termination for unethical or illegal conduct such as mishandling of school funds or gross misconduct or there is no improvement in performance while implementing the Performance Improvement Plan, the following will occur:

- The Board Chair will become the main point of contact about the Lead Founder/CEO transition.
- The Board Chair will meet with the Board of Directors to develop and vote on a transition plan.
- The Board Chair will meet with the Director of Operations and Culture who will be named as the interim CEO.
- The Board Chair will meet the Empower Memphis Career and College Prep Leadership within 24 hours of the development of the transition plan, to explain the transition that will take place and that the Director of Operations and Culture will become the Interim CEO of Empower Memphis Career and College Prep.
- Following this meeting, within 24 hours the Board of Directors and Interim Chief Executive Officer will meet with all staff members to communicate the decisions and name the Interim Chief Executive Officer.
- Immediately following the Empower Memphis Career and College Prep staff meeting, the Board will send out email communication and begin recruitment efforts for the Chief Executive Officer until a qualified Chief Executive Officer is identified and hired.

Termination of Head of Schools/Director of Culture and Operations/Director of Special Populations The Lead Founder/CEO is responsible for the evaluation and termination of the Head of Schools, the Director of Operations and Culture, and the Director of Special Populations. Prior to termination, the roles will be placed on a Performance Improvement Plan that documents unsatisfactory performance. Feedback and support will be provided for the term of the Performance Improvement Plan, typically 30 days, which includes weekly update meetings. If the employee requires immediate termination due to unethical behavior or shows no improvement after implementing the Performance Improvement Plan, the following steps will occur:

- The Lead Founder/CEO will inform the Board of the need for change.
- The Lead Founder/CEO will develop a transition plan in which the Lead Founder/CEO will assume the vacant role..
- The Lead Founder/CEO will meet with the Leadership Team and staff to inform them of the transition.
- The Lead Founder/CEO will send a written communication to families, and stakeholders about the transition, if it is the Head of Schools.
- The Lead Founder/CEO will begin recruitment efforts for the vacant position until a qualified person is identified.

Termination of Staff Member The Head of Schools will be responsible for evaluating and terminating staff; however, they will seek approval from the Lead Founder/CEO. A Performance Improvement Plan will be developed in collaboration with the Lead/Founder CEO, Director of Operations and Culture for non-instructional staff and the Director of Special Populations for Special Populations staff. Feedback and support will be provided for the term of the Performance Improvement Plan, typically 30 days, which include weekly update meetings. If the Staff Member requires immediate termination due to unethical behavior or shows no improvement after implementing the Performance Improvement Plan, the employee will be terminated. The Empower Memphis Leadership Team will create a coverage plan and begin recruitment for the vacancy until the position is filled.

Staff Retention A high level of turnover is negatively associated with student achievement and there are monetary (and human capital) costs of replacing teachers[158]. With the heightened climate of teacher shortages, we must find ways to retain teachers year after year. TNTP recommends holding "stay" conversations with your strongest teachers, don't make teachers go it alone, survey teachers regularly, and celebrating great teaching[159], as strategies for improving teacher retention. At Empower Memphis Career and College Prep, we intend to keep the social and emotional well-being of our staff a priority. As a result, we will provide onboarding and orientation, wellness offerings, training and development, recognition and rewards, career reflections, and leadership opportunities as our methods for teacher retention. In the case where turnover arises either during the year or at the end of the school year, we will quickly post vacant positions on employment job boards to obtain potential candidates. As the team secures a staff member for the vacant position, the leadership team will develop and execute a coverage plan that may include hiring a substitute teacher or using current staff or leadership.

Onboarding and orientation Any new staff hired after summer professional development will receive five days of onboarding prior to fully assuming their position responsibilities. The five-day onboarding sessions will include vision and mission training, curriculum and instruction training, culture training, and an opportunity to shadow a person in a similar role. These sessions will be led by the Lead Founder/CEO and identified school leadership staff. We believe that this will help set up any new hire for success.

Wellness Offerings We will offer five Free Fridays, where staff will leave after completing dismissal duties instead of attending professional development. This provides teachers with time to address any personal needs.

Training and development We will provide teachers with weekly professional development and support from leaders.

Recognition and rewards Staff will nominate Eagle of the Month recipients based on the ability to demonstrate our core values: Responsible, Respectful and Reflective. Staff members that win Eagle of the Month will receive a certificate as well as rewards such as a week of duty-free lunch, lunch with an administrator, etc. In addition, performance bonuses will be given to teachers who meet their MAP, iReady, and TNReady goals at the end of the year. Money has been allocated towards this in the budget.

Surveys We will provide staff with midyear and end-of-the-year surveys to gain feedback on the culture of the school.

Career Reflections We will conduct career reflections towards the end of the year for each staff member. Our intent is to hear the goals of our staff and help provide opportunities to achieve the goals within Empower Memphis.

Leadership Opportunities We will provide opportunities for staff to assume additional leadership opportunities beginning in year 2. Grade level, Content, and Special Population chairs are examples of roles that staff can pursue.

(h) Salary Ranges

Empower Memphis Career and College Prep will utilize Memphis Shelby County Schools' extended day salary scale for instructional staff, as we are on an extended day schedule, exceeding the required 6 ½ hours a day of school. Salaries for instructional hires will be determined by years of experience. Years of experience will be confirmed through the Verification Form from TN Department of Education. A bonus structure will also be factored in based on MAP growth, TNReady performance and evaluations. The Lead Founder/CEO will monitor the salary scales in comparison to the local school district. In the event of the need to adjust salaries, the Lead Founder/CEO will present the recommendation to the Board for approval.

2.4 (b): Salary Ranges

STEP	Bachelors	Masters	Doctorate
0	$51,965.00	$56,000.00	$62,700.00
1	$52,516.58	$56,600.00	$63,380.40
2	$53,074.78	$57,207.20	$64,068.96
3	$53,639.68	$57,821.69	$64,765.79

[158] https://www.brookings.edu/blog/brown-center-chalkboard/2019/12/04/reviewing-the-evidence-on-teacher-attrition-and-retention/

[159] https://tntp.org/publications/view/retention-and-school-culture/the-irreplaceables-understanding-the-real-retention-crisis

4	$54,211.35	$58,443.55	$65,470.98
5	$54,789.89	$59,072.87	$66,184.63
6	$55,399.76	$59,736.28	$66,936.94
7	$56,017.26	$60,407.98	$67,698.65
8	$56,642.48	$61,088.08	$68,469.89
9	$57,275.51	$61,776.68	$69,250.76
10	$57,916.45	$62,473.89	$70,041.39
11	$58,591.36	$63,208.05	$70,873.93
12	$59,275.05	$63,951.76	$71,717.29
13	$59,967.63	$64,705.13	$72,571.62
14	$60,814.92	$65,468.30	$73,437.05
15	$61,856.40	$66,627.93	$74,772.30
16	$62,861.82	$67,658.60	$76,120.24
17	$63,925.13	$68,706.80	$77,480.57
18	$65,587.58	$69,960.94	$78,910.18
19	$66,362.22	$70,792.43	$79,858.02
20	$67,146.93	$71,634.73	$80,818.17
21	$67,941.84	$72,487.98	$81,790.81
22	$68,778.06	$73,385.57	$82,813.98
23	$69,656.95	$74,328.97	$83,889.38
24	$70,420.83	$75,285.57	$84,979.83
25	$71,515.99	$76,463.43	$86,322.49
26	$72,269.42	$77,273.76	$87,246.20
27	$72,799.58	$77,986.49	$88,058.66
28	$73,567.77	$78,814.34	$89,002.33
29	$74,243.45	$79,542.48	$89,832.36
30	$74,457.12	$80,466.57	$90,445.09

Employment Benefits Empower Memphis intends to provide the following benefits: medical insurance, telehealth benefit, Health Reimbursement Arrangement, Dental Insurance, Vision Insurance, Employer Paid Life and AD &D Insurance, Voluntary Life and AD &D Insurance, Short Term Disability Insurance, Long Term Disability Insurance, Flexible Spending Accounts, and Supplemental Benefits/Critical Illness or Accident. Incentive or Rewards:

Incentives and Rewards We have allocated funds towards various opportunities for incentives and rewards. For teachers who meet their MAP/iReady goals, they will receive an additional $1000 at the end of the year. In year 2, we will open teacher leadership opportunities, where an additional $1000 dollars can be earned.

(i) At will vs Contract

Empower Memphis Career and College Prep will be an at-will employer. Employees are considered at-will, and either the employee or the school may terminate the employment relationship under the policies set forth in our employee handbook at any time.

(j) Employee Manual The Empower Memphis Career and College Prep employee manual and personnel policies can be found as **Attachment I**.

2.4 (c): Staffing Chart

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Grade Band	**0**	**K-2**	**K-3**	**K-4**	**K-5**	**K-6**
Positions	**23-24**	**24-25**	**25-26**	**26-27**	**27-28**	**28-29**
Lead Founder/CEO	1	1	1	1	1	1
Lower Head of School	.5	1	1	1	1	1
Upper Head of School	0	0	0	0	0	1
Director of Operations and Culture	.5	1	1	1	1	1
Director of Special Populations	0	0	1	1	1	1
Dean of Instruction (K-5)	0	0	0	0	0	1
Dean of Instruction (6-8)	0	0	0	0	0	0
Dean of Culture (K-5)	0	0	0	0	0	0
Dean of Culture (6-8)	0	0	0	0	0	0
Secretary	0	1	1	1	1	1
Classroom Teachers	0	4 2 Kinder 1 First 1 Second	6 2 Kinder 2 First 1 Second 1 Third	8 2 Kinder 2 First 2 Second 2 Third 1 Fourth	10 2 Kinder 2 First 2 Second 2 Third 1Fourth 1 Fifth	12 2 Kinder 2 First 2 Second 2 Third 2 Fourth 1 Fifth 1 Sixth
PE Teacher	0	.5	.5	.5	1	1
Career Exploration Teacher	0	1	1	1	1	1

Personal Finance Teacher	0	0	0	0	0	1
Foreign Language Teacher	0	0	0	0	0	1
Kindergarten Assistants	0	1	1	1	2	2
Special Education Teachers	0	1	1	0 (moves to Director of Special Populations)	1	1
Floating Lower School Teacher	0	0	1	1	1	1
Floating Upper School Teacher	0	0	0	0	0	1
Academic Success Coach	0	1	1	1	2	2
Behavior Success Coach	0	0	0	1	1	2
School Counselor	0	1	1	1	1	1
Total Staff	**0**	**13.50**	**16.50**	**19.50**	**25.00**	**33.00**

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.

Sophisticated forms of teaching are needed to develop student competencies such as deep mastery of challenging content, critical thinking, complex problem-solving, effective communication and collaboration, and self-direction[160]. Professional Development is defined as activities that develop an individual's skills, knowledge, expertise, and other characteristics as a teacher (TALIS, 2009).[161] Empower Memphis intends to provide professional development to staff that is student centered and cyclical. The academic calendar and daily schedule have been created to ensure that we have identified days for professional development throughout the school year.

Summer Leader Academy will occur the last week in June during Year 1 of operation. The purpose of this 5-day training is to set the stage for the upcoming school year with the leaders of Empower Memphis Career and College Prep. The Lead Founder/CEO will be responsible for planning the sessions as the focus will be on modeling effective facilitative practices, discussing priorities for the year, receiving training on effective coaching strategies, and building relationships. Staff Summer Professional Development, professional development for all staff prior to the school year, will have 20 days allotted to these sessions. During the school year, we will have a shortened Friday to allow for 2 hours of professional development. Students will be dismissed by 2:00pm so that professional development can occur from 2:15-4:15 pm. From Monday-Thursday, each teacher will receive 60 minutes of planning to account for individual or collaborative planning.

Lastly, 3 days have been allocated throughout the year for Data Days to allow for the deep analysis of MAP and IReady data. Those days are 8-hour sessions where students are not in school.

Figure 2.5 (a): Professional Development Outline

PD Type	Days/Hours	Calendar Alignment	Owner/Facilitator
Summer Leader Academy	5 days	Academic Calendar: Includes 5 days of PD end of June	Lead Founder/CEO
Summer Professional Development	20 days	Academic Calendar: Includes 20 calendar days of PD beginning in July for the opening year of 2024. Staffing: All staff required for each year will be hired	Lead Founder/CEO Director of Operations and Culture Head of Schools Career Exploration Teacher
Friday PD	25 days	Academic Calendar: Includes 25 days of Friday Professional Development	Lead Founder/CEO Director of Operations and Culture Head of Schools Special Education Teacher
Data Days	3 days/ 8 hours per day	Academic Calendar: Includes 3 full days of data days	Head of Schools Lead Founder/CEO Special Education Teacher

[160] https://www.proquest.com/docview/2754550419

[161] Talis. 2009. *Creating Effective Teaching and Learning Environments.* https://www.oecd.org/berlin/43541636.pdf

Planning	M-Th (60 minutes each day)	Daily Schedule	Teachers, Head of Schools, Special Education Teacher, Director of Operations and Culture

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

In Year 1, the Lead Founder/CEO, Head of Schools, and Director of Operations and Culture will be responsible for developing, securing and/or leading professional development sessions. The Lead Founder/CEO will have final approval of all proposed topics and schedules.

(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 individualized educational plans (IEPs),discipline of students with disabilities, and communication with EL families.

At Empower Memphis Career and College Prep, we believe that through professional development, we are able to improve our practices. We have invested a significant amount of time in the academic and daily calendar to support this. The core components of our professional development plan include our coaching cycles, Summer Professional Development for both leaders and staff, Friday Professional Development, and Planning Meetings.

Coaching Cycles Empower Memphis Career and College Prep will utilize the four E's for support. Equip, Empower, Evaluate and Elevate, are the terms that reflect the key practices of the school. Prior to the launch of any coaching cycle. The Lead Founder/CEO and Head of Schools will create a preliminary coaching cycle calendar that will determine the focus areas of the school. These topics will be aligned to the TEAM rubric's Planning, Instruction and Environment categories and serve as the focus of the coaching cycle. Each teacher will receive a coaching plan that will serve as their professional development plan that identifies the focus, goal, metrics and instructional strategies, and coaching strategies that will be used during the 4-6 week coaching cycle. Once a coaching cycle launches, we will implement the processes below that support the 4-6 week coaching.

- **Equip** The first part of the coaching cycle will consist of Professional Development. Professional development sessions will occur during Summer Staff Professional Development and during Friday Professional development. These sessions are for staff to learn about the best practice(s) that support the focus area, that is aligned TEAM rubric, which will be used as part of teacher evaluations.
- **Empower** refers to the coaching strategies that school based leaders and the Lead Founder/CEO will engage in during the coaching cycle. The coaching strategies that will be utilized can be found in **Figure 2.5 (b) Coaching Strategies.**

Figure 2.5 b: Coaching Strategies

Empower Coaching Strategies	
Live Coaching	Live Coaching is in the moment feedback that is provided to the teacher, from the "coach". The feedback is unobtrusive and allows for the teacher to make quick adjustments that will positively impact the course of the lesson.
Model Lessons	Model lessons are when the "coach" teaches an exemplar lesson in front of students for the teacher to observe, or teaching an exemplar lesson during a planning meeting. The goal is that the teacher is able to observe an exemplar execution of a lesson or strategy, before implementation.
Side by Side Coaching	Side by side coaching refers to the teacher and "coach", taking shared responsibility of executing a lesson. The "coach" may initially model for the teacher a portion of a lesson and then turn the responsibility to the teacher.
Unit Unpacking Meetings	Unit Unpacking Meetings focus on the teacher and leader "unpacking" the unit of study. Analysis of the standards, assessments and the tasks, will be used to determine instructional decisions for execution

Planning Meetings	Teachers have 60 minutes of planning each day. Planning Meetings are opportunities for teachers and "coach" to do the following: 1. Lesson plan analysis 2. Student Work analysis (exit tickets, essays, classwork) 3. Mini professional development on a specific strategy 4. Discussion of observations 5. Practice lesson

- **Evaluate** Once the identified coaching supports have been implemented, the school-based leader will evaluate the teacher using the TEAM rubric, on how they are able to implement the strategy independently.
- **Elevate** The debrief session in which school-based leaders will discuss areas of strength and areas for improvement. The areas of strength will be Elevated as an opportunity to celebrate teacher and student outcomes. Celebration will include teacher recognition on the staff bulletin board and celebrations of student achievement. If an area still needs improvement, it will be woven into the teacher's individual development people for intentional support in the area.

Summer Professional Development Summer Professional Development is critical to Empower Memphis Career and College Prep's development of staff. Leaders receive five days of training during Summer Leader Academy in which topics focus on key priorities of the school, programmatic training, and planning. Staff Summer Professional Development is a four week session, staff members will receive training on key strategies and techniques that support the mission of accelerating academic achievement, fostering individuality and cultivating career mindsets.

Friday Professional Development Day We recognize that in order to have effective teachers, we need to devote time to planning and development. Friday PD sessions will provide teachers and staff with additional time dedicated to data analysis, rollout of a coaching cycle that focuses on specific strategies and on practice sessions. Data meetings on Friday's will focus on the common assessments that are administered to students. Teachers will arrive at the meetings with scored assessments. During the meeting, a member of the school leadership team (HOS, Lead Founder/CEO) will facilitate the data meeting. As a result of the Data Meeting, teachers will leave with a clear course of action for reteaching the skills or standard. A sample schedule can be found **in Figure 2.5(c): Friday PD Schedule.**

Figure 2.5(c): Friday PD Schedule:

Time	Topic
2:15-2:20	HOS or Lead/Founder Announcements
2:20-2:25	Transition to Data Meeting Spaces
2:25-3:25	Data Meeting (Analysis of Common Assessments)
3:25-3:30	Transition to whole group
3:30-4:05	Practice of Key strategy connected to coaching cycle

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

Prior to the opening of Empower Memphis Career and College Prep, Professional Development will be available for both leaders and staff of the school. Below are the details:

Summer Leader Academy Summer Leader Academy will be provided to leaders Y1 (Head of Schools, Director of Population, Director of Operations and Culture), as an opportunity to discuss priorities for the school year, learn about key practices, and prepare for the Staff Summer Professional Development. This will be a 5-day session that will occur the last week in June.

Staff Summer Professional Development Empower Memphis Career and College Prep's founding staff will participate in a rigorous 20-day professional development that will occur from 8:00am - 4:00 pm. The Lead Founder/CEO, Lower Head of Schools and Director of Operations, will be responsible for leading these sessions. Both non-instructional staff and instructional staff will participate in Week 1's professional development as it focuses on team building and casting a vision. However non-instructional staff, i.e.: School Secretary, will not need to participate in the remainder of the week's session. Instead, they will support with enrollment and recruitment and preparing for the Enrollment Fair at the end of the professional development sessions. A sample summer development schedule can be found **in Figure 2.5(d): Summer Professional Development Schedule**.

- **Week One** During week 1 of summer professional development, the focus will be on participants getting acclimated to the Empower Memphis Way. Participants will learn about the mission and vision, discuss the importance of cultivating career mindsets, and receive training on operational programs such as Powerschool, Liveschool and Human Resources protocols and procedures. In addition, staff will learn about the core values and the learning environment that we expect to see. These sessions will be led by the CEO/Lead Founder, our Back Office Provider, and the Director of Operations and Culture. At the end of week 1, participants will be well versed in the mission and vision, have clarity on personnel procedures and can use Live School and Powerschool to support students' attendance and behavior needs.
- **Week Two** Week 2 of professional development will focus on teaching and learning. Participants will receive training on their core curriculum: Reading- CKLA, Math-Eureka, Science- STEMscopes, and Social Studies-Gallopade, assessment practices, as well as the cognitive apprenticeship approach. In-depth planning and practice of lessons will be part of the facilitative moves. These sessions will be led by the Lead Founder/CEO, Head of Schools and curriculum vendors. At the end of week 2, participants will be able to plan lessons based on their content area.
- **Week Three** Week 3 of summer professional development will focus on how we provide differentiated and targeted instruction to students. Led by the Lead Founder/CEO and Lower Head of Schools, staff will receive training on Response to Intervention, WIN expectations and interventions, ELL/504 and students with IEPs. At the end of week 3, participants will be able to plan for the needs of all students through targeted interventions and differentiated instruction strategies.
- **Week Four** Week 4 of summer professional development focuses on school culture and how we foster individuality. Staff will learn about positive behavior intervention and support, and our method for providing tiered behavior supports; they will receive training on the Leader in Me and learn about Empower 360. Staff will be able to sign up for refresher sessions/office hours with any leader for additional support. By the end of week 4, staff will be able to employ clear systems and routines, implement the Leader in Me character development program and sign up for an Empower 360 focus activity. These sessions will be led by the Director of Operations, Head of Schools, and Leader in Me representative.
- **Block Party/Enrollment Fair** The last day of professional development will be the enrollment fair/block party. This party will be for all families and staff of Empower Memphis Career and College Prep. There will be food, games, and activities for all ages. In the afternoon, one-hour sessions will be available for families to learn about Empower Memphis Career and College Prep through the Family and Student Handbook.
- **Note:** All sessions covered during the summer professional development will be revisited throughout the school year.

Figure 2.5(d): Summer Professional Development Schedule

Empower Memphis Career and College Prep Summer Professional Development					
Weeks	**Focus**	**Session Name**	**Description**	**Facilitator**	**Participants**

Week 1	Vision and Mission	Empower Memphis Why	Participants will engage in team building activities such as a tour of Orange Mound and South Memphis communities and the development of their personal goals for the school year.	CEO/Lead Founder	All Staff
	Cultivate Career Mindsets	Career and Technical Education Overview	During this session, participants will identify the benefits and importance of CTE. We will explore resources and support systems for CTE implementation. In addition, local businesses that reflect the career clusters of grades K-2 will be available to engage with staff in an effort to foster continued relationships.	CEO/Lead Founder	All Staff
	Operations	HR, CPR Training	Participants will become with Empower Memphis HR policies and procedures. Gain insights on performance management. Learn CPR and basic life-saving techniques.	Back Office Support	All Staff
	Operations	PowerSchool	Participants will understand the purpose and benefits of PowerSchool. Navigate and utilize PowerSchool features in order to effectively access student information, master data entry such as attendance and grades.	Director of Operations and Culture	All Staff
	Operations	LiveSchool	Participants will learn strategies for effectively tracking and managing student behavior using LiveSchool. Explore features such as behavior notifications, messaging, and parent access to enhance transparency and strengthen home-school partnerships.	Director of Operations and Culture	All Staff
	Foster Individuality	PBIS: SOAR HIGHER Values	Participants will understand the core principles and goals of PBIS. Gain an understanding of Tier I, Tier II, and Tier III behavior supports which include SOAR HIGHER values. Participants will identify proactive strategies for preventing challenging behavior.	Director of Operations and Culture	All Staff
	Foster Individuality	PBIS: Learning Environment	Participants will learn about the expectations of the classroom learning environment.	Director of Operations and Culture	All Staff
	Accelerate Academic Achievement	Reading Curriculum: CKLA	Participants will learn research based principles that supports CKLA implementation. Observe CKLA lessons to gain an understanding of how to implement lessons. Practice delivering lessons with peers.	CKLA Representative	All Instructional Staff
	Accelerate Academic Achievement	Math Curriculum: Eureka	Participants will explore Eureka curriculum components to understand how the learning design and lessons build a comprehensive and coherent understanding of mathematics.	K-5 Head of Schools	All Instructional Staff
	Accelerate Academic	Science Curriculum:	Participants will develop the skills to navigate the STEMscopes platform and access its various	Stemscope Rep	All Instruction

Week 2	Achievement	STEMscopes	components, including lesson plans, interactive activities, multimedia resources, assessments, and student data tracking tools. Understand how to align instructional practices with STEMscopes curriculum		al Staff
	Accelerate Academic Achievement	Social Studies Curriculum: Gallopade	Participants will develop the skills to navigate through the use of Gallopade's instructional materials and develop an understanding on the internalization process to prepare for delivering high quality instruction.	Lead Founder/CEO	All Instructional Staff
	Accelerate Academic Achievement	Career Exploration: Defined Learning	Participants will gain understanding of Defined Learning curriculum by completing sample tasks that are aligned to the grade level of study.	Lead Founder/CEO	Career Exploration Teacher
	Accelerate Academic Achievement	Cognitive Apprenticeship Instructional Approach	Participants will learn about the cognitive apprenticeship instructional approach and how to embed elements of the model within lessons.	Lead Founder/CEO & Lower Head of School	All Instructional Staff
	Accelerate Academic Achievement	Illuminate and Fastbridges	Participants will learn about how to use Fastbridges to support data collection for progress monitoring of students.	Lead Founder/CEO & Lower Head of School	All Instructional Staff
Week 3	Response to Intervention	Overview	Participants will learn about the significance of an intervention block in providing targeted support to students who require additional academic or behavioral interventions Learn strategies for differentiating instruction and interventions within the intervention block to meet the diverse learning needs of students.	Lead Founder/CEO and Lower Head of Schools	All Instructional Staff
	Response to Intervention	MAP and IReady Diagnostic	Participants will learn about the use of MAP and Iready and how these data resources support with instruction. Participants will learn how to administer these assessments.	IReady representatives	All Staff
	Response to Intervention	ELL/Special Education/504	Participants will learn about the legal and ethical foundations of special education including IDEA. Participants will gain a broad understanding of the range of disabilities that students may have. Participants will gain a thorough understanding of the components of an Individualized Education Program (IEP) and other support plans, such as Section 504 plans.	Lead Founder/CEO and Lower Head of Schools/Special Education Teacher	All Staff
	Response to Intervention	What I Need Instructional Block	Participants will learn about the resources and strategies that will be used during the What I Need Intervention Block.	Lead Founder/CEO and Lower Head of Schools	All Staff
	Curriculum and	Practice Clinics	Participants will practice Week 1 lessons with a team memberto gain feedback for improvement.	All leaders	All Staff

	Instruction				
Week 4	Foster Individuality (PBIS)	PBIS: Leader in Me Character Education	Participants will receive professional development in the Leader in Me, and how it aligns to Empower Memphis PBIS program.	Leader in Me representative	All Staff
	Foster Individuality (PBIS)	Routines and Procedures	Participants will develop classroom routines and procedures, as well as schoolwide routines and procedures in order to have a safe orderly learning environment.	Director of Operations and Culture	All Staff
	Cultivate Career Mindsets and Foster Individuality	Empower 360-Career Exploration	Participants will backwards plan lessons based on the club options that they selected.	Director of Operations and Culture	All Staff
	All areas	Refresher Sessions	Participants will select sessions in which they will require refreshers.	All Leaders	All Staff
	Welcome to School	Empower Memphis Career and College Prep Block Party/Enrollment Fair	Participants will support with registration, meeting families and leading grade level parent orientations.	Lead Founder /CEO and Empower Memphis Staff	All Staff

(e) Describe the training that will be provided to all staff on the topics of diverse, inclusive and culturally relevant pedagogies.

Empower Memphis Career and College Prep's mission includes the ability to "foster individuality". Elements of fostering individuality include creating a safe and supportive learning environment and recognizing individuals' differences and interests. Unconscious bias and lack of understanding of our differences (socio-economic, race, culture, etc.) in students and staff can create a negative school community where staff and students do not feel seen or heard. As a result, Empower Memphis Career and College Prep intends to provide professional development sessions in the summer and throughout the year on inclusive teaching practices, differentiated instruction, and special populations, to create a welcoming and inclusive school community. **Figure 2.5 (e): Topics on Diverse, Inclusive and Culturally Relevant Practices,** indicates the topics that will be addressed throughout the school year.

Figure 2.5 (e): Topics on Diverse, Inclusive and Culturally Relevant Practices

All Staff	Special Education Staff		ELL Staff	Counselors
.Accommodations and Modifications	Developing and implementing an instructionally appropriate IEP	Eligibility Process	Developing and implementing an ILP	Developing and implementing 504 plans
Understanding and Interpreting IEP at glance, 504 at a glance, and ILP	Developing and Completing Progress Reports	In and out of state transfer process	Developing and completing progress reports	Reevaluation process for students with 504s
Behavior Intervention Plans	Conducting and Developing an FBA	Conducting effective manifestation	Interpretation of WIDA assessment scores	Determining eligibility for 504s

		meetings		
Student Support Team Process	Conducting, Developing and Modifying a Behavior Intervention Plan	Easy IEP and Red file compliance	Course Code and Scheduling	Behavior Intervention Training
Co-Teaching Strategies	Reevaluation Process and Procedures	Restraint and Isolation Training		
Effective Strategies for ELL and Special Students	Course Codes and Scheduling			
Social Emotional Learning: "Leader in Me" Training				

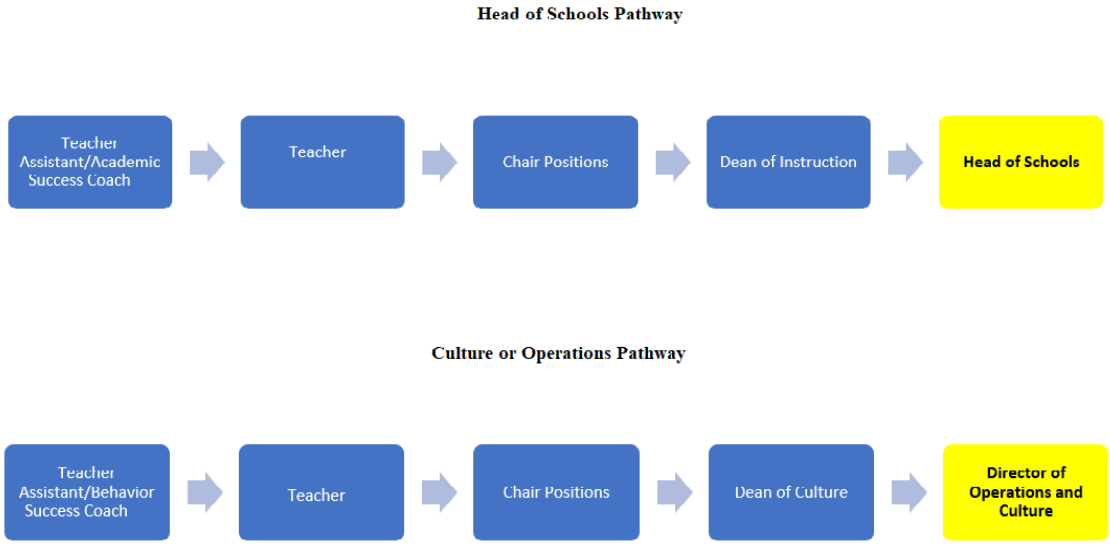
(f) Describe the plan to cultivate future leadership capacity.

At Empower Memphis Career and College Prep , we recognize the importance of providing leadership opportunities as a strategy for teacher retention and upward professional mobility. Beginning Year 2 of operation, the following teacher leadership positions will be available for staff:

- **Grade Level Chair** The Grade Level chair will be responsible for leading grade level meetings to ensure that all members on the team are up to date with school wide expectations and providing feedback to the team.
- **Department Chair** Opportunities for Department Chairs include K-5 ELA Department Chair, K-5 Math Department Chair, K-5 Science and Social Studies Department Chair. For Middle School, there will be a 6-8 ELA Department Chair, 6-8 Math Department Chair and 6-8 Science/Social Studies Department Chair. Responsibility for the Department chair includes serving as a model classroom for instruction, leading content specific professional development and leading planning meetings as needed.
- **CTE Chair** Responsible for the coordination of career and technical education related activities and partnerships
- **Special Populations Chair** Works alongside the Director of Special Populations to support with the coordination of special education related responsibilities.

Secondly, as Empower Memphis Career and College Prep grows to full capacity, additional leadership positions will become available such as the Dean of Instruction, Dean of Culture, and Head of Schools. These positions including the teacher leadership position will require potential internal candidates to express interest via writing to the appropriate supervisor as indicated in the organization chart, **Attachment G**. Candidates will be required to undergo an interview process in order to be considered for each position. **Figure 2.5(f)** is a visual representation of leadership pathways that are available for staff at Empower Memphis Career and College Prep.

Figure 2.5(f): Leadership Pathways



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

During Year 1 of operation, all staff will receive the same training. We believe that during Year 1, as staff is new to the organization, it is imperative that we all receive the same sessions as we build a common shared understanding on the mission, vision, beliefs and values and programmatic plan for Staff. During Year 2 of operation, professional development will be differentiated by staff needs. For summer orientation, returning staff will not attend the first three days of orientation, as those sessions will be dedicated for new staff as they focus on the Mission/Vision/etc. For returning staff, professional sessions will be customized based on the success level of staff from the previous year. 101 sessions and 201 sessions will be provided on the same topic.

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

At Empower Memphis Career and College Prep, it is important that any staff member that is hired after summer professional development, receives professional development on essential topics that are related to their success in their position. We will provide an abbreviated five-day onboarding/orientation. These sessions will be led by leaders of Empower Memphis including the Lead/Founder CEO, Director of Operations and Culture as well as the Head of Schools. **Figure 2.5(e)** demonstrates a sample onboarding/orientation schedule.

Figure 2.5(e): Sample Onboarding Schedule

Mid Year New Hire Professional Development		
Days	Morning	Afternoon
Day 1	Mission/Vision/HR	Classroom Setup
Day 2	Curriculum and Instruction	Curriculum and Instruction
Day 4	School Culture	School Culture
Day 5	Response to Intervention	Response to Intervention

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, and surety bonds pursuant to Tenn. Code Ann. §49-13-111(n), and sexual abuse.

Empower Memphis intends to acquire the required insurance coverage. This includes the following:

Insurance Coverage	Limits
General Liability	$5,000,000
Employee Benefits Liability	$1,000,000
Professional Liability	$1,000,000
Sexual Abuse and Molestation Liability	$1,000,000
Automobile Liability and Physical Damage including underinsured and uninsured as needed	$5,000,000
Worker's Compensation/Employer's Liability	$100,000 each accident
Directors and Officers Liability	$5,000,000
Umbrella/Excess Liability	$5,000,000
Cyber Liability/Identity Theft/Data Breach Liability	$1,000,000

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

Empower Memphis Career and College Prep has been in contact with several insurance companies. A letter of coverage can be found as **Attachment J**.

2.7 Transportation

(a) Service Provider

Empower Memphis Career and College Prep plans to contract with a school bus provider such as Durham School Services. Durham School Services School Year Rate Sheet for 22-23, will provide 5 hours of service (pick up and drop off) at a daily rate of $447.40. This cost is factored into the Budget. Anticipated routes will be determined based on the location of the facilities. Empower Memphis does not intend to have Saturday School or extracurricular activities that require transportation, as Empower 360 time serves as club time for students during the school day. However, for our scheduled yearly field trips and other potential field trips during the year, we have allocated funds in our budget to cover transportation expenses.

(b) Special Education Students

Special transportation will be provided when necessary for all students who require it because of a disability. Costs for transportation services for scholars with disabilities will be allocated in all years as needed in response to IEP service requirements. We will ensure that personnel for the transportation of students with disabilities will have training in compliance with all state and federal laws and regulations. In the case that we may enroll students that require unique special transportation needs, we will make the necessary adjustments to the budget to fulfill this need. The contingency for this will include collaborating with families to determine the mode of transportation, which may include the school bus, parents receiving bus tokens for transportation through Mata, or the use of Rideshare.

(c) Transportation Plans-Oversight

The relationship of the contracted bus provider will be overseen by the Director of Operations and Culture. The Director of Culture and Operations will have direct oversight of transportation operations which include route coordination, participating in the district's annual student transportation management training, collaborating with the School Secretary, and identified Bus Attendant to discuss daily updates about bus activity. The School Secretary will monitor the completion of routes and report any bus route concerns to the Director of Culture of Operations. An Empower Memphis Career and College Prep staff member will serve as a Bus Attendant and provide supervision to students on the bus to and from school. Compensation for this additional responsibility can be found in staff salaries. extended to an Academic or Behavior Success Coach, in collaboration with the School Secretary and an Empower Memphis Career and College Prep staff member. The name of the Transportation Supervisor for Empower Memphis Career and College Prep will be submitted to the Tennessee Department of Education by August 15th of each school year.

(d) State and Federal Regulations: Empower Memphis Career and College Prep intends to comply with Tennessee Code Ann. § 49-13-114 in which 1) Transportation will be provided by Empower Memphis Career and College Prep; 2) We acknowledge that we are not required to provide or pay for transportation for students who reside outside of the district, and 3) we will include transportation plan ins in our annual reports. In accordance with Tennessee Code Ann. §49-6-2116, Empower Memphis Career and College Prep will assign a Transportation Supervisor, which will be the Director of Operations and Culture. In the case the Transportation Supervisor changes during the school year, the Lead Founder/CEO will immediately inform the Tennessee Department of Education.

Transportation Supervisor Responsibilities: Empower Memphis will follow the "Authorized Charter Transportation Procedures", [162] which indicates the following responsibilities for Transportation Supervisors:

- Submit to the TDOS via the Portal Admin Account Management System (PAAMS) the names of persons authorized to drive a school bus as well as school buses used to transport the school's students. If the school contracts for the provision of transportation services, the transportation supervisor shall either enter bus and bus driver information into the Department of Safety online system or ensure that the contractor has done so. If the school receives notification from the TDOS that a driver's license or driving privilege has been suspended or revoked, the school shall immediately suspend or revoke the person's authorization to drive a school bus or ensure that the contractor through which the school contracts for transportation services does so. The Commission will randomly audit the list of bus drivers and buses entered for each school in the TDOS system to ensure that all buses in operation have passed and are current on all

[162] Authorized Charter Transportation Procedures: https://www.tn.gov/content/dam/tn/tn-public-charter-school-commission/documents/rules-and-policies/lea-procedures/LEA_Transportation%20Procedures_Current.pdf

inspections and that all bus drivers are authorized to drive a school bus. If any issues are discovered during a random audit, the Commission will notify the school's transportation director to obtain additional information.

- Perform periodic checks on buses to ensure they are current on all inspections by maintaining a roster of all buses with their local bus number, tag number, and state inspection sticker. This roster should be cross referenced with the information found through the TDOS's system.
- Perform weekly random checks to ensure the buses that have passed inspection are the same buses used to transport students. The transportation supervisor shall note the date of these random checks on the bus roster.
- Provide training to staff to look for the sticker on the front of the school bus to confirm that any bus that delivers or picks up students has been inspected. Staff will also be trained on how to report a bus that they suspect is out of compliance. Inspected buses will have a TDOS sticker on the right front bumper. There should be one of two types of stickers on the right front bumper: 1. Yellow Sticker: The sticker will be yellow if the bus is under 15 years old, and Red Sticker: The sticker will be red if the bus is 15 years old or older, and the red sticker will have the month and year punched out when the sticker expires.

2.8 Food Service

(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.

As required by the Tennessee Department of Education, Empower Memphis Career and College Prep intends to work with Memphis Shelby County Food Services to be in compliance with the School Nutrition Program. We plan to ensure that we serve free meals to students from households who meet the qualifications based on income guidelines, who participate in SNAP, part of the Temporary Assistance for Needy Families, Food Distribution Program on Indian Reservations. In addition, students who are homeless, migrant, foster children will qualify for free meals. For households whose income meets the reduced-price income eligibility scale, those students receive meals at a reduced price. We will follow reduced price charges for breakfast and lunch that are allowable. Reduced pricing for breakfast is $0.30, lunch is $0.40, and snack is $0.15. Food will not be used as a method of punishment or reward at any time. Student names that are eligible for free or reduced lunch shall not be discriminated against, physically segregated or over identification such as posting of names or special tickets. No child will be discriminated against based on the basis of race, color, disability, national origin, sex or age.

(b) **Collection of free and reduced-price information**

At least 80% of the student population will be recruited from the low-income areas of Orange Mound and South Memphis, we will ask parents to complete an income verification form as part of the enrollment packet for Empower Memphis Career and College Prep. This information will help to determine whether the students are eligible for free or reduced breakfast and lunch. Parents will be notified within 10 working days whether they qualify for free or reduced meals. Lastly, Public Law 111-296, provisions that a foster child, as registered by state or local agency, may qualify for free meals without an application.

(c) Food service vendor Empower Memphis Career and College Prep will contract with Shelby County Schools nutrition and meal service to provide meals that will be delivered to the school site. We will identify a location with warmers for the food and coolers for the milk to be stored at required temperatures.

2.9 Additional Operations

(a) Technology

Our goal is to provide technology to teachers and staff that will support our academic model. Empower Memphis Career and College Prep's planning year has approximately $26K budgeted in various supplies and materials, both instructional and non-instructional. This also includes staff and student computers and grade-level computer carts. The Year 1 total is $67K, and by Year 5, this category totals about $127K.

For student technology, Empower Memphis Career and College Prep will gradually build an inventory to achieve slightly more than a 2:1 student to device ratio. The mobile carts and scheduling will allow classes to share devices. The following plan accomplishes this by Year 5 of the school's operation and allows for additional replacement devices as needed and to replace outdated devices for Year 6 (not shown in table):

Figure 3.2 (d): Student Technology Plan

School Year	Enrollment	Total Student Chromebooks	# Chromebooks to purchase	# Carts to Purchase	Total Annual Cost
23-24 (Planning)	n/a	n/a	70	2	$ 16,000.00
24-25	100	95	25	1	$ 6,200.00
25-26	150	120	25	1	$ 6,200.00
26-27	200	145	25	1	$ 6,200.00
27-28	250	170	25	1	$ 6,200.00
28-29	300	195	25	1	$ 6,200.00

(b) Student information management

Empower Memphis Career and College Prep will comply with the Family Education Rights and Privacy Act and state regulations regarding student privacy and disclosure of student data and records. The Director of Operations and Culture will be responsible for managing all data systems that will be used, Power School SMS, Live School, Student Information system, and any other system that houses student information. Student information will only be released with written permission from the parent/guardian. Teachers will have access to PowerSchool SMS and students' physical files for accessing student information for parental contact or to support the analysis of academic progress. All staff members are prohibited from sharing any students' information as outlined in FERPA without the consent of the families and the Head of School. In accordance with FERPA, if a student's information is shared with the family or permissible entity, there will be documentation recorded in the student's file that describes what information was disclosed and to whom it was provided. Students' records will be kept and stored in fireproof storage in our main office, with only the Head of Schools, Secretary, and Director of Operations and Culture having access. Once hired, the Director of Special Populations will have access to IEP and Section 504 files in a locked location and will maintain and oversee log entry for any staff or shared services reviewing student files.

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

Empower Memphis intends to connect social, emotional, and physical health to the academic program, as described in the Coordinated School Health Program. Below describes how we will be in compliance.

Communicable Diseases We will follow TN State Board Policy 6403 which states the following: No student will be denied an education solely because of a communicable disease, and his/her educational program shall be restricted only to the extent necessary to minimize the risk of transmitting the disease. Parents or guardians of infected students shall inform appropriate school officials of the infection so that proper precautions for the protection of other students, employees, and the infected student shall be taken. No student with a communicable disease which may endanger the health of either himself/herself or other individuals will enter or remain in the regular school setting. If a Head of Schools has reason to believe a student has a communicable disease which may endanger the health of either himself/herself or other individuals in the regular school setting, the Head of School shall assign the student to a setting which will protect other students, employees and the student himself; or exit student from school until certification is obtained from a physician or the County Health Department by either the parent or Head of Schools stating that the disease is no longer communicable, if the superintendent/designee has reason to believe that the student has a long-term communicable disease, the Head of Schools must require confirmation from a physician or the County Health Department as to the student's condition. If the student is confirmed to have a long-term communicable disease, the Head of Schools shall refer the student for special education services. The Lead Founder/CEO may request that further examinations be conducted by a physician or County Health Department and may request periodic re-examinations after the student has been readmitted to the school. Expenses incurred from examinations requested by school officials shall be paid by the school district.

Family Life Planning Empower Memphis will provide age-appropriate life planning courses that encourage abstinence until marriage and lessons on the prevention of HIV/AIDs and sexually transmitted diseases. All families will receive a permission slip, informing them of the class. If parents decide they would like to opt their child out of the class, they will select that they would not want their child to participate on the permission slip. Students who are excused from the class will not be penalized.

Physical Education We will have a physical education beginning in Year 1, that is taught by a certified Physical Education teacher and that curricula are aligned to Tennessee's standards with a variety of physical activities.

School Counselor We intend to hire a full-time school counselor that will provide social, emotional and mental health needs. For additional mental health support, we will partner with groups such as TN Voices.

School Nurse We intend to hire a school nurse that will be managed by the Director of School Culture and Operations. Responsibilities of the school nurse will include:

- Monitors compliance of school health program with federal, state, and local laws, regulations and policies.
- Collaborates with other child-support agencies in designing and providing health support to students and families.
- Administer daily and PRN (as needed) medications and nursing care procedures prescribed by the student's physician.
- Provides first aid care and medically prescribed services.
- Maintains security of school health supplies.
- Serves as a resource person on health issues.
- Provides staff development on health-related topics for school staff and volunteers.
- Connects with provides to facilitate health screens and health appraisals for students and staff.
- Provides follow-up evaluations on students as required.
- Corresponds with parents on the health needs of children.
- Works with school staff to ensure all students have proper immunizations before enrolling

- Records immunizations, health findings, and other relevant health data.
- Prepares health reports as needed.
- Be available to provide input to school leadership or groups such as Student Support Team.
- Counsel with students concerning problems such as pregnancy, sexually transmitted diseases, and substance abuse in order to facilitate responsible decision-making practices
- Implement and record required screening programs; notify parents when further medical evaluation is indicated.
- Prepare and maintain student clinic records and prepare required reports.
- Initiate emergency procedures for students and staff as needed.
- Work with other staff to develop Individual Health Care Plans and 504 Plans for students as needed.
- Orient the staff and teach specific medical procedures for the evaluation and maintenance of the medically involved student in the classroom.
- Present, train and maintain appropriate standards from OSHA regarding contact with, and possible exposure to blood borne pathogens and other potentially infectious body materials within the school or employment setting.
- Follow procedures for suspected cases of child abuse and neglect.
- Act as a liaison between the school, home health department professionals, and other community agencies.

(d) 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. What will be the process and timeline for creating a school crisis plan?

Empower Memphis Career and College Prep intends to create a safe learning environment for students, staff, guests, and property. The Director of Operations and Culture will be responsible for school safety operations. We will create protocols for visitors entering the building which will include checking into the main office, providing a valid Tennessee driver's license or other state authorized identification and receiving a badge. We will also develop an authorized pick-up list for students with required identification from the parent/guardian. This list will be reviewed to ensure that all students are released to the appropriate adult. In the case there is a need for early dismissal, parents must inform the school in advance, either by calling the school or a note to the teacher. Students will not be dismissed until the parent/guardian arrives to the school. Parents must sign out the student from school with the School Secretary before removing the student from school. In addition, any volunteers must complete a background check and final approval is made by the Director of Operations and Culture. Volunteers will also follow the visitors entering the building protocol each time they arrive to volunteer at Empower Memphis.

Upon hiring, the Director of Operations and Culture in collaboration with the Head of Schools, and Lead Founder/CEO will be responsible for creating a draft school crisis plan that will include specifications for evacuation process and location, emergency transportation plans for relocation, student release procedures, communication with parents, CPR and emergency training for all staff, and designing and posting emergency evacuation routes. In addition, key roles such as the Incident Command, Safety Official, Public Information Official/Liaison Official, will be identified. The plan will be revisited in April to ensure that the draft plan is conducive to the acquired facilities and make additional adjustments that are contingent upon the site such as earthquake, fire drill routes, intruder procedures etc. All procedures will be included in the Student/Parent Handbook and Employee Handbook. As part of the orientations for both students and staff at the beginning of the year and throughout the year for new students and staff, these policies will be discussed to ensure full compliance with these procedures.

(e) School maintenance

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

The Director of Operations and Culture will manage school maintenance staff and responsibilities. We will contract school maintenance staff, one that will be responsible for morning maintenance during the day and a part-time evening maintenance employee who will be responsible for ensuring the school is prepared for the next day. As time progresses and the need for additional maintenance support arises, the Lead Founder/CEO and Director of

Operations and Culture will work with the back-office provider to determine the cost and impact of hiring more staff.

(f) Describe any additional operations, as applicable.

The Lead Founder/CEO and Board have developed a relationship with Edtech to support budget development. We will consider contracting Edtech or another back officer provider, to provide support with budgeting, financial review of expenditures, development of reports, and assistance with budget adjustments if needed, post authorization.

(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 are no additional changes to operations, please respond with N/A to this section.

This section is not applicable.

2.10 Charter Management Organization (if applicable)

Empower Memphis Career and College Prep does not plan on contracting with a Charter Management CMO.

2.11 Waivers

Pursuant to Tenn. Code Ann. § 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:

Tenn. Code Ann. Citation or State Board Policy	**Description of Statute**	**Proposed replacement policy or practice**	**How this waiver is necessary to fulfill the charter school's ability to meet its goals or comply with its mission**
0520-01-03-.02(1)(b)2(i)	Length of Day for Student	We request to waive section (b) 2(i) under the Length of School Day for Students, which states that "Early dismissals shall not exceed the equivalent of 13 days and shall not exceed 3.5 hours in any week." As described in our academic calendar and weekly schedule, we will have early dismissal Fridays, with students departing at 2:00 pm instead of 4:00 pm	The abbreviated Friday schedule for students allows teachers 120 minutes of collaborative planning and professional development each week. This continuous professional development helps maintain momentum in teachers' skill development and enables school leaders to respond rapidly to data trends
0520-01-03-.07(1)	School Library Information Center	We will not have a library information specialist in Y1-Y5, but will have leveled classroom libraries in our classrooms, with general education teachers directly managing the libraries and monitoring student usage of library materials. To be in compliance with state policies and provide transparency about the books within Empower Memphis, we will maintain an up to date Excel sheet list, organized by classroom and grade level of the books that are purchased. Prior to purchasing or receiving donations of book materials, the Director of Operations and Culture and Head of Schools, will review the materials	Classroom libraries will allow us to save resources and differentiate reading across all levels of readers. If students are ready to access books beyond their grade level, they may access books at other grade levels

		to ensure that materials are age appropriate. Once approved by the Director of Operations or Head of Schools, the list will be posted on the school's website. In addition, we will develop procedures for the following: 1. The development of a library collection at school that is appropriate for the age and maturity levels of the students who may access the materials, and that is suitable for, and consistent with, the mission of the school. 2. A procedure for the governing body to receive and evaluate feedback from a student, a student's parent or guardian, or a school employee regarding one (1) or more of the materials in the library collection of Empower Memphis and a procedure to determine the appropriateness of materials. 3. A procedure to periodically review the classroom library collection to ensure that the collection contains materials appropriate for the age and maturity levels of the students who may access the materials, and that is suitable for, and consistent with the mission.	

2.12- 2.15: Not applicable

3.1 Planning and Budget Worksheet (Attachment N)

Empower Memphis Career and College Prep's Planning and Budget Worksheet can be found as Attachment N.

3.2 Budget Narrative (Attachment O)

Empower Memphis Career and College Prep's Budget Narrative can be found as Attachment O.

Attachment A: Annual Academic Calendar

EMPOWER MEMPHIS
CAREER & COLLEGE PREP

2024-2025 Academic Calendar

May 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Instructional Days: PD Days:

June 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Instructional Days: PD Days: 5

July 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Instructional Days: 0 PD Days: 18

August 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	*2	3
4	5	6	7	8	*9	10
11	12	13	14	15	*16	17
18	19	20	21	22	23	24
25	26	27	28	29	*30	31

Instructional Days: 19 PD Days: 4

September 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	*6	7
8	9	10	11	12	*13	14
15	16	17	18	19	*20	21
22	23	24	25	26	27	28
29	30					

Instructional Days: 20 PD Days: 3

October 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	*4	5
6	7	8	9	10	11	12
13	14	15	16	17	*18	19
20	21	22	23	24	*25	26
27	28	29	30	31		

Instructional Days: 18 PD Days: 3

November 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					*1	2
3	4	5	6	7	*8	9
10	11	12	13	14	*15	16
17	18	19	20	21	*22	23
24	25	26	27	28	29	30

Instructional Days: 16 PD Days: 4

December 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	*6	7
8	9	10	11	12	*13	14
15	16	17	18	19	*20	21
22	23	24	25	26	27	28
29	30	31				

Instructional Days: 14 PD Days: 3

January 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	*3	4
5	6	7	8	9	*10	11
12	13	14	15	16	*17	18
19	20	21	22	23	*24	25
26	27	28	29	30	31	

Instructional Days: 19 PD Days: 4

February 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	*7	8
9	10	11	12	13	14	15
16	17	18	19	20	*21	22
23	24	25	26	27	*28	

Instructional Days: 19 PD Days: 3

March 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	*7	8
9	10	11	12	13	14	15
16	17	18	19	20	*21	22
23	24	25	26	27	*28	29
30	31					

Instructional Days: 16 PD Days: 3

April 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	*4	5
6	7	8	9	10	*11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Instructional Days: 21 PD Days: 2

May 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	*2	3
4	5	6	7	8	*9	10
11	12	13	14	15	*16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Instructional Days: 18 PD Days: 3

June 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Instructional Days: PD Days:

Key:

- Professional Development *
- Assessments: MAP/Iready/Interim/State Testing
- Data Day- No School for students
- Holiday/Break- No School for students and staff
- Free Friday- No Friday PD; Teachers leave early
- Corrective Action Plan Week (CAP)
- RTI Data Meeting
- Family Events
- Open House (4-7pm) or Parent Teacher Conferences (4-7pm)
- Students Return to School/New Quarter

Important Dates:

June 24-28: Summer Leader Academy
July 4: Fourth of July
July 8-31: Staff Summer Professional Development
Aug 1-2: Staff Summer Professional Development
Aug 2: Enrollment Block Party and Family Orientation
Aug 5: First day of school for students
Aug 5-Aug 9: Student Orientation
Aug 9: Friday PD
Aug 12-28: MAP & Iready Diagnostic
Aug 16: Friday PD

Aug 29: Eagle of the Month
Aug 30: Data Day 1 (No School for students)
Sept 2: Labor Day (No school for students and staff)
Sept 6: Friday PD
Sept 7: Open House
Sept 12:Student Led Parent Teacher Conferences
Sept 13: Friday PD
Sept 20: Friday PD
Sept 23-27: RTI Data Meeting
Sept 27: Eagle of the Month
Sept 27: Free Friday
October 1-3: Interim 1
October 3: Empower 360 Showcase
October 4: Quarter 1 Eagle Celebration
October 4: Friday PD: Interim Assessment Data Analysis
October 5: Open House
Oct 7-11: Fall Break (No school for students and staff)
Oct 14-Oct 18: CAP Week
Oct 18: Friday PD
Oct 21-25: RTI Data Meetings
Oct 25: Friday PD
Nov 1: Eagle of the Month
Nov 2: Open House
Nov 8: Friday PD
November 14: Student Led Parent Teacher Conferences
Nov 15: Friday PD
Nov 18-22 RTI Data Meeting
Nov 22: Eagle of the Month
Nov 25-Nov 29 Thanksgiving Break
Dec 2-13: MAP/iReady Testing Window
Dec 6: Friday PD
Dec 7: Open House
Dec 13: Friday PD
Dec 16-18: Interim Assessment 2
Dec 18: Empower 360 Showcase
Dec 19: Eagle of the Month
Dec 19: Quarter 2 Eagle Celebration
Dec 19: Career Day and Wax Musuem
Dec 20: Data Day #2 (No school for students only)
Dec 23-Dec 31: Winter Break (No school for students and staff)

Total School Days: 180

Jan 1-2: Winter Break
Jan 3: Professional Development Day (No School for students only)
Jan. 4: Open House
Jan 10: Friday PD
Jan 6-10: CAP Week
Jan 16: Family Night (4-7)
Jan 17: Friday PD
Jan 20: MLK (No school for students and staff)
Jan 21-24: RTI Data Meeting
Jan 24: Professional Development Day
Jan 31: Free Friday
Feb 1: Open House
Feb 6: Student Led Parent Teacher Conferences
Feb 7: Friday PD
Feb 10-Apr 4: WIDA Access Window
Feb 13: Family Night: Daddy Daughter Dance
Feb 14: Free Friday
Feb. 17: Presidents Day-No school for students and staff
Feb 18-21: RTI Data Meeting
Feb 21: Friday PD
Feb 28: Eagle of the Month and Black History Program
Feb 28: Friday PD
March 1: Open House
March 4-6: Interim 3
March 6:Empower 360 Showcase
March 7: Friday PD: Interim Data Analysis
March 7: Quarter 3 Eagle Celebration
March 17-21: CAP Week
March 20: Family Night
March 21: Friday PD
March 24-28: RTI Data Week
March 28: Eagle of the Month
April 4: Friday PD
April 5: Open House
April 11: Friday PD
April 14-May 2: TN Ready Window (Grades 3-8)
April 18: Good Friday (No school for students and staff)
April 21-25: RTI Data Meetings
April 24: Student Led Parent Teacher Conferences
April 25: Eagle of the Month
April 25: Free Friday (Teachers leave at 2:30 pm)
April 28-30: Interim Assessments (Grades K-2)
May 2: Friday PD: Interim Data Analysis and Muffins with Mom
May 3: Open House
May 9: Friday PD
May 5-16: MAP/Iready Testing
May 16:Empower 360 Showcase
May 16: Friday PD
May 19: Kinder Tour of the Town Trip
May 19-22: RTI Data Meeting
May 20: First Tour of the Town Trip
May 21: Second Tour of the Town Trip
May 23: Kinder Graduation
May 26:Memorial Day/No School for Students and Staff
May 27: Last Day of School; Eagle Celebration
May 28: Administrative Day

EMPOWER MEMPHIS

CAREER & COLLEGE PREP

Parent Student Handbook

2024-2025

Lead Founder/CEO Muna Olaniyi

Mission Statement[1]

In partnership with families and community, Empower Memphis Career and College Prep is a K-8 charter school with an unwavering obligation to accelerate academic achievement, foster individuality, and cultivate career mindsets of all students as early as Kindergarten. Through differentiated instruction, interest-based studies, leadership development, financial planning, and career simulations and internships, students develop future-ready skills for success in the global market.

Vision Statement

The vision of Empower Memphis Career and College Prep School is to explore uncharted paths of learning, identity, and careers. We dream of a world of limitless opportunities, so students pursue, with confidence, future career paths of their choice that will improve academic, social, and economic outcomes in the communities of Memphis and beyond. **Explore. Dream. Pursue**

Accelerate Academic Achievement We recognize the importance of meeting and exceeding state expectations of achievement. Therefore, we will provide rigorous instruction in Literacy, Mathematics, Science and Social Studies that reflect Tennessee state standards and support the Science of Reading, the Standards of Mathematical Practice, and Three Dimensional Science Instruction. Secondly, we know that in order to close the achievement gap, we must provide targeted intervention and instruction based on the needs of students in reading and mathematics. Therefore, we will use our WIN (What I Need) instructional block to provide these additional supports.

Foster Individuality We believe that fostering individuality at an early age promotes student awareness, self-confidence, and acceptance of others. At Empower Memphis Career and College Prep, our methods to fostering individuality include: creating a safe, culturally responsive, and supportive environment through our "SOAR HIGHER" PBIS program; creating a space for students to participate in interest-based studies through our Empower 360 block; and finally developing character and leadership skills through our SEL curriculum- "The Leader in Me."

Cultivate Career Mindsets At the cornerstone of our instructional program, cultivating career mindsets, refers to our approach to providing experiences that enable students to learn about the professions within the 16 career pathways, gain an understanding of financial planning and investments and help students see themselves in various careers of their choice. At Empower Career and College Prep, all students in K-8 will participate in a Career Exploration Course. The selected Career Pathways for instruction, will reflect the industries of need in Memphis, Tn, identified by the Memphis Chambers of Commerce. Instruction at each grade level will include a description of the career pathway, in depth analysis of positions that are available,

[1] Some elements of the Student Handbook have been adapted from Memphis Merit, Beacon Prep, and Believe Charter Schools in Memphis, TN.

educational requirements, and tasks that reflect job performance expectations. Students will enhance their public speaking abilities by participating in a Career Wax Museum that allows them to speak about a specific profession and the impact to the community. In addition, K-4, 6th and 7th grades students will participate in job simulations that enable them to recreate the job scenarios of their grade levels pathway. In grades 5th and 8th, students will participate in internships with local employers, giving them additional hands-on experience within the career industry of study. Lastly, each student will receive personal finance instruction, which will include lessons on savings, budgeting, and investing. These experiences will enable students to have in-depth exposure to career pathways and financial planning, which will help them make more informed decisions in the future.

SOAR VALUES

School and life success depends on the internal character and hard skills an individual develops in their formative years. We strategically develop our SOAR Values- RESPONSIBLE, RESPECTFUL, REFLECTIVE.

- Responsible: Doing what you are supposed to do and accepting the results of your actions.
- Respectful: Treating others the way you like to be treated.
- Reflective means being self aware and thoughtful about decisions.

EAGLE HABITS

- Habit 1: You're in Charge
- Habit 2: Have a Plan
- Habit 3: Work First, Then Play
- Habit 4: Everyone can Win
- Habit 5: Listen before you talk
- Habit 6: Together is Better
- Habit 7: Balance feels best

SCHOOL HOURS: The regular school day runs from 7:15 am– 4:00 pm on Monday, Tuesday, Wednesday, and Thursday. On Fridays, students are dismissed at 2:00 pm. The school building is closed at 6:00pm. Voice mail will be on automated attendant before 7:15am and after 6:00pm.

ATTENDANCE POLICY

Empower Memphis Career and College Prep intends to maintain a minimum of 96% attendance rate yearly. To meet this goal, we are using a positive approach by rewarding students with 5 merits for each day a student attends school on time.

Excused Absences: When a student is absent, a written statement is required within two (2) school days of the student's return to school shall be required from the parent or guardian explaining the reason for each absence. If necessary, verification is required from an official source to justify absences. Empower Memphis intends to implement Memphis Shelby County Attendance Policy, 6014, that identifies the following as excused absences:

- Illness, injury, pregnancy, homebound circumstance, or hospitalization of a student. The District may require a parent conference and/or physician verification to justify absences after the accumulation of ten (10) days of absence during a school year. Notes must be date specific and will be required for subsequent absences beyond ten (10) days.
- Death or serious illness within the student's immediate family.
- When the student is officially representing the school in a school-sponsored activity or attendance at school-endorsed activities and verified college visits.
- Special and recognized religious holidays regularly observed by persons of their faith. Any student who misses a class or day of school because of the observance of a day set aside as sacred by a recognized religious denomination of which the student is a member or adherent, where such religion calls for special observances of such day, shall have the absence from that school day or class excused and shall be entitled to make up any school work missed without the imposition of any penalty because of the absence.
- A court order; a subpoena; and/or a legal court summons.
- Extenuating circumstances over which the student has no control as approved by the Head of School.
- If a student's parent, custodian or other person with legal custody or control of the student is a member of the United States Armed Forces, including a member of a state National Guard or a Reserve component called to federal active duty, the student's The Head of school shall give the student (a)An excused absence for one (1) day when the student's parent, custodian or other person with legal custody or control of the student is deployed (b) An additional excused absence for one (1) day when the student's parent, custodian or other person with legal custody or control of the student returns from deployment; and (c) Excused absences for up to ten (10) days for visitation when the student's parent, custodian or other person with legal custody or control of the student is granted rest and recuperation leave and is stationed out of the country (d) Excused absences for up to ten (10) days cumulatively within the school year for visitation during the deployment cycle of the student's parent, custodian or other person with legal custody or control of the student. Total excused absences under this section (c) and (d) shall not exceed a total of

ten (10) days within the school year. The student shall provide documentation to the school as proof of the deployment of the student's parent, custodian or other person with legal custody or control of the student.

- Participation in a non-school-sponsored extracurricular activity. The Head of school or The Head of schools designee may excuse a student from school attendance to participate in a non-school-sponsored extracurricular activity, if the following conditions are met: (a) The student provides documentation to the school as proof of the student's participation in the non-school-sponsored extracurricular activity; and (b) The student's parent, custodian, or other person with legal custody or control of the student, prior to the extracurricular activity, submits to the Head of school or the Head of school's designee a written request for the excused absence. The written request shall be submitted no later than seven (7) business days prior to the student's absence. The written request shall include: The student's full name and personal identification number; The student's grade; The dates of the student's absence; The reason for the student's absence; and The signature of both the student and the student's parent, custodian, or other person with legal custody or control of the student. The Head of school or the Head of school's designee shall approve, in writing, the student's participation in the non-school-sponsored extracurricular activity. The Head of school may limit the number and duration of non-school-sponsored extracurricular activities for which excused absences may be granted to a student during the school year; however, the Head of school shall excuse no more than ten (10) absences each school year for students participating in non-school-sponsored extracurricular activities

To attend a released-time course in religious moral instruction for up to one (1) class period during each school week; provided, that The student's parent or legal guardian signs a written consent form prior to the student's participation in the released time course;

- The released time course shall be conducted off public school property;
- The independent entity maintains attendance records and makes the records available to the LEA and the local board of education;
- Any transportation to and from the place of instruction, including transportation for students with disabilities, is the responsibility of the independent entity, parent, legal guardian, or student;
- The independent entity assumes liability for the student attending the released time course from the time that the student leaves the school until the student returns to the school;
- No public funds are expended and no public school personnel are involved in providing the instruction for released time courses;
- The student assumes responsibility for any missed schoolwork;
- The Head of school, or the Head of School's designee, shall determine the classes from which the student may be excused to participate in the released time course; provided, that the student may not be excused to participate in a released time course during any class in which subject matter is taught for which the state requires an examination for state or federal accountability purposes; and
- The released time courses shall coincide with school class schedules.

Unexcused Absence: Unexcused absences are absences that do not meet the description for excused absences. According to Tennessee State Law (TCA 49-6-3007), any student who has five or more unexcused absences must be reported to Truancy. If a student is absent the first five (5) days of school, or at least ten (10) consecutive days during the school year, with unsuccessful attempts to communicate with the family, the student may lose his or her seat at Empower Memphis Career and College Prep. The table below describes the consequences for multiple unexcused absences.

Number of Unexcused absences	Consequences
One unexcused absence	The School Secretary or Counselor will contact families to remind them of the attendance policy.
Three unexcused absences	A mandatory Attendance Meeting will be held with the parent/guardian to develop an attendance intervention.
Five Unexcused absences	A report will be made to an attendance officer, as per Tennessee State Law (TCA 49-6-3007); any student who has five or more unexcused absences will have to be reported for truancy.
Nine unexcused absences	The student is at risk of not being promoted. The Head of School will meet with the family to determine next steps.

Appeal Unexcused Absence: To appeal an unexcused absence, parents must submit an appeal to the Head of School. The appeal must be (1) in writing and include the documentation necessary to support the appeal; (2) submitted within five (5) school days of the parent's receipt of the first official attendance letter generated by Empower Memphis Career and College Prep and (3) based on one or more of the allowable reasons for excused absences outlined in this policy. Within five (5) school days of receipt of the request for appeal, the Head of School (or designee) shall review the appeal, meet with the parents to allow them an opportunity to be heard, and render a decision regarding the appeal. The decision of the Head of school (or designee) that is compliant with applicable law and district policy is final.(This appeal process for determining unexcused absences is ancillary to a truancy decision rendered by a juvenile court judge as described in TCA 49-6- 3010.) Questions regarding school-level decisions may be directed to the Lead Founder/CEO.

Make-up Work: Students will be given the opportunity to make up work missed due to excused and unexcused absences. In the event of an excused absence, students are expected to make up work missed within a reasonable time (e.g., at least one or more days of makeup for each day of excused absence). In the event of an unexcused absence[1] (including short-term suspensions), one day of makeup time shall be allowed for each day of unexcused absence unless otherwise extended by the Head of Schools or extended

based on law or policy. Students and/or their parents should work with the teacher for assistance in making up work.

Early Dismissal/Check Out: In the case there is a need for early dismissal, parents must inform the school in advance. Parents must sign out the student from school with the School Secretary before removing the student from school. Any early dismissal that occurs when a student is in school for less than 3 ½ hours a day, will be documented as absent, per district policy.

Inclement Weather: If there is inclement weather conditions, Empower Memphis Career and College Prep will follow Memphis Shelby County Schools closures, delays and early dismissals. We will make all inclement weather updates on social media, television or radio stations, and on our website.

ACADEMICS

HOMEWORK

We will assign homework every night. Students will receive a Homework folder which will include the assignments for the day. Homework will include reading for at least 15 minutes and review of student's weekly sight and vocabulary words. Parents are expected to sign students' reading logs to show completion. If homework is late, missing, incomplete or poor quality, the parent or guardian will be notified.

ASSESSMENTS

In addition to traditional classroom assessment measures, we use a standard assessment system to determine students' reading levels. I Ready and MAP assessments will be administered three times annually, in fall, winter, and spring. Data from this assessment will determine students' What I Need, WIN, intervention groups. Interim assessments in Math, Reading and Writing will be administered 3-4 times a year.

DAILY REPORTS, BI-WEEKLY REPORTS, PROGRESS REPORTS, REPORT CARDS

Teachers and staff will send daily reports to families on student conduct for the day. Bi-weekly reports will be shared to update parents on both conduct and academic performance. Progress reports and report cards to communicate students' academic and behavioral performance for the midpoint of the quarter and performance by the end of the quarter. Report Cards must be signed and returned to school. Any student at risk for academic failure is required to have a parent-teacher conference to discuss support.

SPECIAL EDUCATION

Empower Memphis Career and College Prep provides a free and appropriate public education (FAPE) to all students. Under this policy, schools are required to provide access to general education and specialized education services. Once a student with a disability is enrolled, the Director of Special Populations will ensure that all areas as identified by the IEP are fulfilled. For parents who may suspect that their child has a disability, please contact the Director of Special Populations.

PROMOTION POLICY Promotion at Empower Memphis Career and College Prep aligns with expectations from Memphis Shelby County Schools.

Kindergarten Promotion- The promotion of students in Kindergarten will be considered based on performance in the subject areas of Language Arts, Math, and attendance. The decision not to promote students will be made as a team decision with the parent. The team includes classroom teachers, a guidance counselor, and the Head of School.

Grades 1-5 Promotion- The promotion of students in grades first through fifth will be based on students who have an average of 70 or above in English Language Arts and Mathematics

Grade 3 Promotion/Retention: Pursuant TCA 49-6-3115, a student in the third grade shall not be promoted to the next grade level unless the student has shown a basic understanding of curriculum and ability to perform the skills required in the subject of reading as demonstrated by the student's grades or standardized test results. Empower Memphis will abide by the code with regard to providing alternative options for promotion should a student not achieve necessary standardized test results for promotion.

Grades 6 - 8 Promotion-Promotion of sixth- eighth students should be based on a grade of 70 or above in 1) both Language Arts and Mathematics and 2) either Science or Social Studies.

Note: Students shall receive 18 grades per week during a 9 week period.

Grading Scale-We will use the basic grading system from Memphis Shelby County Schools. or knowledge/subject area expressed by the letters "A", "B", "C", "D", and "F". First and second-grade science and social studies will be expressed by the letter grades "S" for satisfactory or "N" for needs improvement.

GRADING SCALE

Letter Grade	Grade Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

Based on the following grade weights:

Weight %	Category
5%	Homework
5%	Class Participation
40%	Classwork
5%	Projects, Portfolios and Presentations
45%	Assessments
100%	Course Grade Percentage

Conduct grades will be formulated via the following criteria:

Conduct Grade	K-2	3-5
E, Excellent	21 or more blue days, 0 red or yellow days	0 Referrals, 0 detentions, 0 suspensions,
G, Good	0 -20 blue or green days, 0 red, 5 or less orange or yellow days	1-2 referrals, 0 detentions, 0 suspensions
S, Satisfactory	0-4 red days	1-2 referrals, 1-2 detentions, 0 suspensions
N, Needs Improvement	5-7 red days	3-4 referrals, 3-4 detentions, 1 suspension
U, Unsatisfactory	8 or more red days	5 or more referrals, 5 or more detentions, 2 suspensions or 1 expulsion

Non-Core Content Grades: Letter grades are used to express basic grading for non-core content areas like art, music, and physical education. Letter grades include "E" for excellent, "G" for good, "S" for satisfactory, "N" for needs improvement or "U" for unsatisfactory.

Non-Core Content Grades	Description
E	Excellent
G	Good
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

SCHOOL CULTURE

Character Development: To support our SOAR Values and Eagle Habits, we will utilize the Leader In Me curriculum as our resource for character development.. The "Leader in Me" is a research-based CASEL-approved approach toward Social Emotional Learning that helps create a culture of student empowerment and systems that drive academic success. 5 key paradigms that are the basis of the curriculum are: everyone can be a leader, everyone has a genius, change starts with me, educators empower students to lead their own learning, and develop the whole person. "Leader in Me helps students learn how to become self-reliant, take initiative, plan ahead, set and track goals, do their homework, prioritize their time, manage their emotions, be considerate of others, express their viewpoint persuasively, resolve conflicts, find creative solutions, value differences, and live a balanced life. The process helps students develop the skills and self-confidence they need to lead their lives and succeed in school and beyond." Using Sean Covey's "Leader in Me" Framework, students will learn about the 7 habits of highly effective students during daily Morning Meetings and make connections with how those habits apply in school and career throughout the day.

Student Orientation: During the first week of school, all students will participate in the Empower Memphis Eagle Student orientation, where they will learn about the school culture through practice. A description of expectations will be provided to students that include merits and demerits, incentives and consequences during Morning Meeting. Throughout the week, teachers will explain classroom expectations, hallway expectations, recess expectations, and lunch and arrival expectations that reflect our core values,

Responsible, Respectful, and Reflective. As students demonstrate positive expectations, students will earn a merit in grades 3-8 or move their clip up in grades K-2. Students will have repetitive practice, if students are unable to demonstrate specific behaviors as identified in our core values. By the end of the week, the school counselor or the Behavior Success Coach will be responsible for providing the orientation during lunch. In addition, teachers will also model expectations for students. Daily reports will be provided to students with an update on student behavior. Bi-weekly paychecks will be distributed that identify the amount of merits that students have earned.

Incentives: Incentives will take several forms and will be distributed on a daily, weekly, and quarterly basis. Examples of incentives that students will earn include:

- Treasure Chest: Students may earn a prize from the classroom treasure chest each day. Prizes can include stickers, pencils, etc
- *Friday Celebration:* During grade level morning meeting, teachers will celebrate students who earned the most merits for the week, who had perfect attendance for the week, or demonstrated SOAR values.
- *Eagle of the Month*: On the last Friday morning of each month, the Eagle of the Month will be announced during Morning Meetings. This will be given to a student from each homeroom who has exemplified the core values and their expectations with 100% consistency for the month. They will receive a certificate to take home and will be acknowledged during quarterly Eagle Celebrations.
- *Eagle Celebrations*: Eagle Celebrations will occur quarterly to celebrate students who made Honor Roll, Principal's Honor Roll, Perfect Attendance, MAP Growth, in the morning. In the afternoon, students who have earned the target number of merits for the quarter will be invited to the afternoon celebration, which can include a Glow Party, Luau, Fall Festival, etc.

SCHOOL SAFETY

VISITOR POLICY

All visitors are required to report to the Front Desk upon entering the building and sign-in with the School Secretary. Visitors must wear a visitor badge on a school lanyard around their necks at all times. Any visitor, including a parent/guardian, who does not report to the office or is found in the building without authorization will be asked first to sign-in and second, if not compliant, to leave immediately.

LOST AND STOLEN PROPERTY We strongly encourage families to ensure that children do not bring valuable objects to school. Any items that students bring to school that may cause disruption will be confiscated at the school. We make every reasonable effort to return all personal property to the appropriate parent; however, the school is not responsible for replacing lost or stolen property or compensating the family for the value of that property.

CLOSED CAMPUS Under no circumstances are students to leave the school building without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult. Students need to be aware that the school has several neighbors and should be respectful and courteous of

their needs. Once students have entered the school in the morning, they may not leave the building unless they are escorted by a school staff member or other authorized adult.

HARASSMENT, INTIMIDATION, AND BULLYING POLICY The Board of Empower Memphis Career and College Prep prohibits acts of harassment, intimidation or bullying by or toward any students or school community members. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation or bullying is defined as any gesture or written, verbal or physical act, or any use of electronic or wireless communication (including telephone, cell phone, computer, or pager) that takes place on school grounds/property, at any school sponsored function or on a school bus and that:

A. is motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or,
B. by any other distinguishing characteristic; and
C. a reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a student, damaging the student's property, or placing a student in reasonable fear of harm to his person or damage to his property; or
D. has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

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SCHOOL SEARCHES: In order to maintain the security of all students, Empower Memphis reserves the right to conduct searches of its students and their property. Empower Memphis authorizes the Head of School and the Head of School's designee(s) to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or any of Empower Memphis's rules. In authorizing searches, Empower Memphis acknowledges both state and federal constitutional rights which are applicable to personal searches of students and searches of their possessions. An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than Empower Memphis's employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, they make an admission against their own interest, they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. Empower Memphis employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate. Students may be subject to personal searches and searches of their possessions where reasonable individualized suspicion exists to conduct such a search. Reasonable individualized suspicion to conduct a search of a student or a student's possessions and the scope of the particular search shall be based upon, among other things, the student's age, the prevalence and seriousness of the problem to which the search is directed, the urgency necessitating an immediate search, and the probative value and reliability of the information used as justification for the search. Students have no reasonable expectation of privacy rights in school lockers, cubbies, desks, or other school storage places. Empower Memphis exercises overriding control over such school property, which may be opened and

subjected to inspection at any time by school officials. Empower Memphis will provide notification to parents/families if a search has taken place as soon as is practicably reasonable.

SAFETY DRILL Any time the students receive a signal for safety drills, including during regularly scheduled drills, students must listen carefully and follow adult directions. Empower Memphis conducts regular practice drills to ensure students and staff are well prepared to respond in the event of a real emergency.

STUDENT INTERNET AND COMPUTER USE The Empower Memphis computer network is provided for students to conduct research, complete assignments, and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege—not a right. Access entails responsibility. Students are responsible for good behavior using any and all technology, just as they are in a classroom or school hallway. Computer network storage (hard drives and personal folders) may be treated like school lockers. Network administrators and teachers may review files and communications to maintain system integrity and ensure that users are using the system responsibly.

The following misuses of the computer system are not permitted:

- Sending and/or displaying hateful or pornographic messages or pictures
- Using abusive, threatening or inappropriate language
- Harassing, insulting or attacking others
- Engaging in or promoting violence
- Engaging in racial, gender, or other slurs
- Receiving or transmitting information pertaining to weapons, such as bombs, automatic weapons, illicit firearms or explosive devices
- Damaging technology equipment (computer systems, computer networks, TVs, VCRs, digital cameras, scanners, etc.)
- Violating copyright laws (copying internet or other materials without permission)
- Using others' passwords
- Trespassing in other students and/or teachers' folders, work, or files
- Intentionally wasting limited resources
- Employing the computer network for commercial purposes
- Transmitting personal information without written parental consent
- Accessing areas considered borderline without written parental consent
- Hacking (attempt to gain unauthorized access to files, folders, and/or other systems)

All student internet usage is monitored and managed with our electronic monitoring systems. Violations will result in loss of computer use as well as other disciplinary or legal action.

WEAPONS

Weapons (firearms, knives, etc.) are not permitted on Empower Memphis premises nor at off-site school sanctioned events.

ELECTRONIC DEVICES Students should not have electronic devices in school. Electronic devices include games (Nintendo Switch, etc.), CD-players, and portable stereos (iPods). Cell phones must remain concealed in students backpacks. None of these devices are needed for classroom instruction and often represent a distraction from successful academics and a serious atmosphere. In addition, these are items that cause conflict and lead to grief when lost or stolen. While Empower Memphis obviously strives to prevent theft of any item, the school will not attempt to locate any electronic devices that are not permitted at school. In the event that a student disobeys this rule and is seen with an electronic device or uses a prohibited electronic device in school, a staff member will confiscate it. It will be returned only after a parent/guardian has come to school to pick it up. Repeated violations of this policy may result in indefinite confiscation irrespective of any costs or fees students and/or their families may incur as a result.

MANDATED REPORTER POLICY

According to TCA 37-1-403(i)(1), all school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have reason to believe that harm has come to a child that "reasonably appears to have been caused by brutality, abuse or neglect." Under this law, failure to report such abuse is a Class A Misdemeanor.

Once any staff member becomes aware that a student may be the victim of abuse or neglect, they must:

- Call the DCS central intake hotline at (877) 54-ABUSE (552-2873)
- Notify the Head of School
- Complete an Empower Memphis incident report.

When calling the hotline, the staff member must have the following information (or as much as is known): the name, birth date, and address of the alleged victim; the name, address, age or birth date, and relationship of the alleged perpetrator; what type of injury or harm was allegedly done to the victim; and a description of the incident (time/date, place in which it occurred, and indication of intention to harm). The staff member should also have the names and ages of other children in the household, information as to whether or not English is fluently spoken by the parents and the work phone number of the alleged perpetrator.

While these steps are taking place, Head of School will assist both the faculty member and student in understanding the ramifications of the call. The Head of School will debrief the student and when appropriate, will contact the parent(s)/guardian.

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

FAMILY INVOLVEMENT

VISITING CLASSES During the beginning of the school year, it is critical for students to transition into their new classroom independently. After the initial four weeks of school, we encourage families to come into the classroom and see our dedicated teachers and students at work. Anyone, including parents, who wish to visit our school, must first call the office to set up an appointment. It is up to the school leaders to grant or refuse a school visit. Visitors need to sign in at the office before visiting a classroom and wear a visitor sticker while in the school. When observing in the classroom, families are asked not to disrupt the education of their child or of other children or to attempt to conduct individual conversations with the teacher during instructional time. Talking on the phone, taking pictures, or holding personal conversations throughout the school is prohibited, as it is disruptive to student learning. Family members who are disruptive to the educational process will be asked to leave.

TEACHER MESSAGES Parents are encouraged to communicate with their child's teacher through their personal number (based on teacher's discretion) or the school's number. Messages may be left for teachers with the School Secretary. Please leave your name and your child's name, a phone number and time you may be reached, and a brief message regarding the reason for the call. Teachers will return your call within 24 hours. If after 24 hours a teacher has not responded to your message, please contact the Head of School. Please remember that messages may not be received until after the instructional day ends. Please do not call teachers after 7:00 pm.

MEETING WITH A TEACHER If you need to meet with a teacher, please make an appointment. An appointment can be made by calling the school and speaking with the School Secretary. Parents should not expect to meet with a teacher without a prior appointment. Whenever possible, appointments should not take place during the instructional day. They will need to take place before 7:15 AM or after 4:00 PM.

MEETING WITH A SCHOOL LEADER If you need to meet with the Lead Founder/CEO, Head of School, Director of Special Populations, or Director of Operations and Culture, please call the School Secretary and schedule an appointment.

UP TO DATE RECORDS It is important that we have all up to date methods for communication.
This is of critical importance in case of emergency, illness, or behavior requiring immediate family contact. Parents should notify the office of moves, changes of home or emergency telephone numbers, address and/or places of employment as soon as possible. In case of an emergency, parents or guardians should contact the Front Desk (School Secretary) either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms or attempt to withdraw students from the building without notifying and receiving permission from staff members at the Front Desk.

ORIENTATION SESSIONS The Lead Founder/CEO will provide prospective families vital information about class

rules and discipline systems, class specific policies, give an overview of the general daily schedule, and answer any general questions that parents have about the classroom and school. All parents are required to attend an orientation session and must bring their children for initial assessments. It will also be an opportunity for parents to meet other parents within the school.

FAMILY NIGHTS Throughout the year, we will hold family nights. Families must attend at least two events throughout the school year. We will send out a calendar at the start of the year that has all of the dates for these sessions in order to plan accordingly.

PERFORMANCE UPDATES Student achievement data and behavior progress are communicated with families throughout the school year. Families receive reports that outline: (1) their child's academic proficiency regarding prioritized standards in every subject, (2) the targeted intervention the school will provide in the coming weeks to maximize academic progress, and (3) tangible supports to be provided by the family at home.

STUDENT-LED PARENT TEACHER CONFERENCES Student Led Parent Teacher Conferences are a crucial component of our educational program. A parent or guardian must attend every conference where the report card is distributed and student progress is discussed with the classroom teachers. Parents should plan on attending a 20-minute conference during the designated conference day or at a pre-arranged time before or after school during that week.

VOLUNTEER OPPORTUNITIES Families are invited to assist classroom teachers with various needs, serve as chaperones for school field trips, and participate in planning sessions for school activities that support the school's mission. Please reach out to the school or your child's teacher to arrange any volunteering opportunities.

PHONE USE The office phone is a business phone and should be used by students for emergencies only. If it is an emergency, please call the main office number and leave a message with the School Secretary. The phones may not be used by students to arrange for delivery of any items, including signed progress reports, signed report cards, or missing homework assignments. Students will not be called from class to the office to speak with a parent except in case of an emergency or medical reasons.

MEDIA All media for Empower Memphis will be handled by the Director of Operations and Culture or Lead Founder/CEO. A release form will be sent home at the start of the school year for guardians to sign to either authorize or deny the use of pictures or videos that contain their child.

HEALTH SAFETY

HEALTH AND ILLNESS
If school staff believes that a child needs to see a doctor, is contagious, increases the risk of illness to other children, or requires prolonged individual staff attention that interferes with the safety and regular functioning of the classroom, the school will contact families and ask them to pick up and take their child home.

FOOD ALLERGIES The school will make all reasonable efforts to accommodate students with food allergies. Parents are required to inform the school of all food allergies and their severity. If a parent wants to provide classroom snacks and lunch for his or her own child, these snacks can be kept in the classroom in a separate snack closet or cubby area. Sharing or trading of food is prohibited for all students.

HEALTH DOCUMENTATION Health and safety are a top priority at Empower Memphis. Before a student can enroll in the school, the school must have on file the following forms:

- Medical Notification Form. This form provides important information about a scholar's current health concerns and indicates what medication needs may be required during school hours. It also contains emergency contact name and number(s).
- Authorization to Dispense Medication Form. If a student requires medication while in school, the school must have on file an Authorization to Dispense Medication form, filled out by the student's physician. No student is allowed to bring medication to the school without the school's full knowledge. Students who have provided the school with medication dispensation authorization forms should bring the medication (other than Tylenol and ibuprofen, which the school will stock in the main office) to the school on the first day or contact to the school to make other arrangements. All medication must be presented in its original container from the pharmacy and must be brought in by a parent or accompanied by a note from the parent.

The medication dispensation authorization form requirement applies to all medication, including Tylenol and ibuprofen. If a student needs to take Tylenol or ibuprofen during the school day, the student must have on file the authorization signed by his or her physician and a parent or guardian, giving the school permission to administer the medication during the school year. The medication dispensation authorization form requirement also applies to asthma inhalers, which students should keep in their backpacks. If a student needs to use his/her asthma inhaler during the school day, he/she should go to the Director of Operations' office to self-administer the inhaler.

STUDENT RECORDS

DEFINITION OF STUDENT RECORDS
"Student Records" shall mean any written or recorded information concerning a student by which a student may be individually identified, and which Empower Memphis maintains. They may include, but are not limited to, the following: basic identifying information, academic transcript, attendance records, health records, performance scores on standardized assessments, disciplinary records, and records from previous schools. Recorded information maintained by a staff member for his or her exclusive use, or his or her substitute, shall not be considered a part of the student records.

Under the Family Educational Rights and Privacy Act (FERPA), parents have certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

INSPECTION OF STUDENT RECORDS Parents shall have the right to inspect, challenge and copy student records of that parent's child until one of the following events occurs:

A. The student attains 21 years of age;
B. The student attains 18 years of age and declares himself or herself financially independent of his or her parents. Student records shall be made available to parents and eligible students within fifteen (15) school days of the time a written request for review is submitted to the records custodian.

RIGHT TO CONTROL ACCESS OF STUDENT RECORDS School officials shall release student records to the official records custodian of another school in which the student has enrolled or intends to enroll upon the written request of such official or student, provided that the parent receives prior written notice of the nature and substance of the information to be transferred. Parents may, upon written request, inspect, copy, and challenge such information. Once parents have been notified of their right to inspect, copy, and challenge information to be transferred to another school and the parents do not respond within ten (10) school days, the records shall be forwarded to the requesting school.

ACCESS TO RECORDS WITHOUT PARENT CONSENT School staff members who have a current and legitimate educational interest in the student records shall have access as needed for professional purposes to both the student's permanent and temporary records. School officials shall release student records without parent permission pursuant to a valid court order or subpoena presented by local, state, or federal officials. However, the school officials shall notify the parents in writing regarding the judicial order and the information so provided.

Student records may be made available to researchers for statistical purposes, provided that: a) permission has been received from the State Superintendent of Education; and b) No student or parent shall be personally identified from the information released.

Information may be released without parental consent in connection with an emergency to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or

other persons.

If a student is 18 years of age and the student is financially independent of parents, the student may request the parents be denied access to his or her records. A student who desires to declare himself or herself financially independent of his or her parents shall submit a request in writing to the school's records custodian.

MAINTENANCE OF STUDENT RECORDS Student permanent records and the information contained therein shall be maintained for a period of sixty (60) years after the student has transferred, graduated or permanently withdrawn from school. Student temporary records shall be maintained until August 1 of the year the student transfers, graduates or permanently withdraws from school. The records of special education students shall be maintained for a period of three (3) years. Information maintained by staff members for their exclusive use shall be destroyed by the staff member maintaining the information no later than the student's transfer, graduation or permanent withdrawal from the school. The Head of School shall be responsible for having all student records verified and to eliminate or correct all out of date, misleading, inaccurate, unnecessary, or irrelevant information on all students' files.

GRIEVANCE POLICY

Empower Memphis Career and College Prep's Board of Directors has the following Grievance Policy as a guide for parents and guardians to solve possible grievance issues in the most effective manner. This policy serves as a guideline, but the Empower Memphis Board of Directors has the final decision in all matters that take place under the direction of its school. The following procedure will be followed whenever a parent/guardian has a grievance:

Filing a complaint: The complainant will complete and submit a Complaint Form to the Head of Schools, for school-based issues; to the Lead Founder/CEO for complaints against the Head of Schools; or to the Board for complaints against the Lead Founder/CEO.

Investigation: For those complaints that are under the Head of School's purview, the Head of School in collaboration with the Leadership Team and Lead Founder/CEO will investigate within 48 hours of receipt of the complaint. If the complaint is about the Lead Founder/CEO, the School Board will complete an investigation within 48 hours.

Resolution: The Head of School and/or appropriate member(s) of the leadership team shall respond with a solution to a valid complaint within 15 business days of complaint filing. This response/solution will include a complete written report with any applicable investigatory findings. A copy of the report and response will be placed in the complaint file with the original complaint form. All reported decisions will be written in English and in the language of the complainant. The Head of Schools will schedule a Resolution Meeting where the results of the complaint are discussed, a copy of the response is provided. If the complaint is satisfied with the resolution/solution, signatures are obtained indicating the agreement of the resolution.

Appeal: In the case that the complaint is dissatisfied with the outcome and resolution, the complaint shall indicate that they are dissatisfied with the resolution, during the Resolution Meeting. The Head of Schools or designee, shall inform the Lead Founder/CEO of the request to appeal within 48 hours of the Resolution Meeting, and provide all documentation about the complaint. The Lead Founder/CEO will

review all materials, and meet with the complainant to discuss the complaint. The Lead Founder/CEO will have 15 days to make a determination on whether to uphold or withdraw the decision made by the Head of Schools. Communication of the decision will be made during an Appeal Meeting with the complainant, Lead Founder/CEO and Head of Schools. If the complainant is dissatisfied with the decision made during the Appeal Meeting, the complainant may write a written appeal to the Board of Directors within fifteen (15) days of receiving the decision that had been rendered by Empower Memphis Career and College Prep's Lead Founder/CEO. Complaints should be filed, in writing, with the Board at least 5 days prior to a Board meeting in order to be addressed at that meeting. Any complaints not received within that time period will be addressed at the next meeting. All matters will be addressed in a respectful and timely manner, within 7 business days, with all attempts made to resolve the situation to the satisfaction of the complainant. The Board of Directors, as necessary, will direct the Lead Founder/CEO and/or another responsible party to act upon the complaint and report to the Board. The Board shall render a determination in writing, as necessary within 7 business days. If the complainant determines the Board has not adequately addressed the complaint, the complainant may present the complaint to the Shelby County School Board. At that time, the School Board will investigate and respond, if deemed necessary by them. If the complainant, after presentation of complaint to the individual or group determines that the SCS Board has not adequately addressed the complaint, the complainant may present the case to the Tennessee State Board of Education, which shall investigate and respond, if deemed necessary by them.

COMPLAINT FORM

Name of Complainant	Relationship to Child	Complainant's Email
Address Street, City, State, ZIP		Phone
Name of Child	Child's Date of Birth	
Address of the child		
Describe the nature of the problem the child is experiencing, including facts and/or documentation as needed. Use additional sheets or back if necessary		
Please investigate this complaint and notify me of the results		

SCHOOL, FAMILY, STUDENT ACCOUNTABILITY

Empower Memphis Career and College Prep has high expectations for our staff, families and students. We believe that a high-quality education requires the coordination and commitment of everyone involved in our students' education. We will foster a supportive environment for both academics and behavior. We know that you have made a choice to attend our school and we promise to always prioritize your child's education and future. We are a public charter school, therefore signing these contracts is not required for attendance in our school. We need to ensure there is clarity on our expectations at Empower Memphis . The contracts below outline the expectations for the school, family and student to ensure accountability to our mission.

PARENT/GUARDIAN CONTRACT

Attendance

1. I commit to ensuring my child arrives at school on time, and in the proper uniform, each day for a full day of learning.
2. I will communicate with school staff when my child will be absent.
3. I will ensure my child completes and submits all makeup work due to their absence.

Academic Support

1. I commit to supporting Empower Memphis Career and College Prep's rigorous academic program.
2. I commit to supporting my child's study of careers and will allow full participation in all career connected activities.
3. I commit to reviewing and monitoring my child's academic progress, and behavior reports regularly.
4. I commit to ensuring a calm and quiet place for my child to complete homework and read each night.
5. I will sign my child's Homework folder and behavior log each night and support them when they need help and encouragement.
6. I commit to communicating and asking questions of Empower Memphis Career and College Prep, when I need clarification about my child's educational experience.

Behavior and Dress Code

1. I understand my child will participate in a character education program, "Leader In Me".
2. I understand my child will have consequences and/or loss of privileges if my child does not comply with rules and expectations of the school.
3. I understand my child's behavior will be managed through the RTI^2 behavior process, and a suspension may be issued for offenses outlined in our Student Discipline Policy.
4. I understand Empower Memphis works to ensure a safe environment for all students and bullying will not be tolerated in any form.
5. I commit to ensuring my child is in the proper uniform each day.

Family Support and Communication

6. I commit to communicating and working as a part of the team to ensure my child excels both academically and behaviorally. I will review and sign daily behavior logs, progress reports, report cards, and any correspondence sent home by the school.
7. I have read and understand the Code of Conduct.

Parent or Guardian Signature:_____

STUDENT CONTRACT

1. I understand the core values Responsible, Respectful, and Reflective, and will do my best to always follow them.
2. I commit to attending school every day unless I experience sickness or an emergency.
3. I commit to completing all of my assignments with excellence, giving my best work every time.
4. I commit to completing my homework every night. The work will be neat, placed in my Homework Folder, and submitted to my teacher daily.
5. I commit to adhering to the Code of Conduct at Empower Memphis Career and College Prep and all school functions.
6. I commit to following the Empower Memphis Career and College Prep uniform policy and dress code.
7. I commit to communicating on a regular basis with my parents/guardian about my progress including grades, assignments, goals, and my behavior.
8. I have read and understand the Code of Conduct.
9. I commit to making my best effort to these commitments to give myself opportunities I deserve and need.

Parent or Guardian on behalf of Student Printed Name:_____

Parent or Guardian on behalf of Student Signature: _____

SCHOOL CONTRACT

High-Quality Instruction and Rigorous Academics

1. We commit to being fully prepared to teach each day by completing weekly prep, anticipating student misconceptions, and reviewing data for Tier I, II, III instruction (RTI^2).
2. We commit to continuous professional development and desire to refine my practice to provide students with an excellent education.

Respect and Equity

3. We commit to respecting every student and being responsive to their needs. We will ensure students respect each other at all times.
4. We commit to teaching Empower Memphis Career and College Prep's core values to develop each student's character. I commit to communicating to families about each child's progress towards their SOAR values.
5. We commit to recognizing and rewarding students that are excelling through our program and providing interventions for those struggling.
6. We commit to providing a consequence for behaviors that warrant one, as outlined in our discipline policy.

Communication

7. We commit to communicating with families about each student's academic and behavioral progress regularly.
8. We commit to returning parent phone calls, emails, and conference requests in a timely manner.

Homework

9. We commit to providing daily homework to reinforce new learning.
10. We commit to communicating with families if a student needs more support or fails to complete homework.

Safety

11. We commit to providing a safe school environment inclusive of all students. We commit to adhering to ADA compliance and regulations annotated in Tennessee law in regards to charter schools.
12. We have read and understand the Code of Conduct.
13. We commit to making our best effort to provide a high-quality education that provides all students with opportunities, regardless of demographics.

School Representative Signature: _____

FAMILY HANDBOOK SIGNATURE

I have received and read a copy of Empower Memphis's Family Handbook and understand the rules, regulations, and procedures of the school. I understand that if I ever have any questions regarding school policies, I can always ask a member of the school community for further explanation.

_____

Student Name

_____

Parent/Guardian Name

_____

Parent/Guardian Signature

_____

Date

Attachment C: Discipline Policy

Empower Memphis Eagles are expected to conduct themselves according to our SOAR Values and Eagle Habits. We provide opportunities to explain and model clear and appropriate behavior expectations for all students. With this model, most behavioral issues can be prevented. It is our goal to provide guidance through a positive approach to disciplining students. For minor infractions or misbehaviors, teachers will manage the behaviors by providing at least **2** of the following proactive strategies prior to implementing a consequence.

- Maintaining student supervision
- Modeling appropriate behavior
- Gaining familiarity with an individual's special needs
- Providing engaging activities
- Offering alternative methods such as suggesting a new activity, independent reflection, or pairing the student with another child.
- Modeling problem-solving skills when conflict arises

SCHOOLWIDE EXPECTATIONS

Our schoolwide expectations are for us to be Responsible, Respectful and Reflective. As such we developed the following schoolwide expectations:

1. Keep hands, feet and objects to yourself.
2. Follow directions the first time they are given.
3. Respect others at all times

BUS EXPECTATIONS

Our schoolwide expectations are for us to be Responsible, Respectful and Reflective. As such we developed the following schoolwide expectations:

1. Keep hands, feet and objects to yourself.

2. Follow directions the first time they are given.
3. Respect others at all times.
4. Remain seated at all times.

BEHAVIOR MANAGEMENT SYSTEM:

Liveschool: Live School will be used as the platform teachers, and staff will use to capture the merits and demerits students earn. To earn a merit, students must demonstrate actions aligned with our core values, Responsible, Respectful and Reflective. Students in grades K-2 will not earn demerits. Instead, K-2 students will earn 0 merits, if they receive multiple redirections or demonstrate extreme misbehaviors. We believe that it is developmentally appropriate to approach consequences in this manner as students are still learning how to regulate their behaviors. Demerits will be distributed to students in grades 3-8 who exhibit misbehaviors, as they are at the age to understand the consequences of their behaviors.

Grades K-2: In grades K-2, students will have multiple opportunities to earn merits through the clip chart system, which will be posted in the classroom. Students' clips will move up and down the clip chart throughout the day due to their behavior. As students move down the clip chart, teachers will indicate the behavior that warranted the movement of the clip in Live School. Before lunch, the teacher will give merits to students based on the color they are on. Students' clips will be reset to "Ready to Learn", after they return from recess to show that there is a fresh start. The same expectations apply in the afternoon. Students earn merits based on their color at the end of the day.

Blue= +5	Exemplary Eagle
Green=+4	Good day
Ready to learn	I am in school on time, with materials available.

Yellow=+3	Warning
Orange=+2	Some redirection needed
Red=0	Multiple redirections/Extreme Misbehavior

Grades 3-8: Students in 3rd-8th grade will transition to the full merit and demerit system. Students will earn merits when demonstrating positive behaviors that are aligned to our SOAR Habits and Eagle Values. Students will earn demerits for not following expectations. The value of the demerit will be contingent on the misbehavior.

STUDENT CODE OF CONDUCT

The Empower Memphis Code of Conduct outlines our infractions that violate our behavioral expectations and the corresponding consequences that result. Parents will learn about the levels of infractions and consequences and Code of Conduct during our Parent Orientation and Open House events at the start of school. When students violate the Code of Conduct, they face a clear series of consequences with appropriately laddered steps of school responses. We have four types of infractions that students may commit in violation of our behavior system:

- Minor Infractions – Minor infractions are misbehaviors that impede learning and order in the classroom. Classroom teachers will handle these behaviors.
- Major Infractions – Major infractions will require the support from either a school leader or behavior team member.
- Extreme Behaviors – Extreme behaviors are misbehaviors directed against persons or property that may endanger the health or safety of others in the school,
- Zero Tolerance – Behaviors that require harsher consequences, such as expulsion.

Attachment C: Discipline Policy

Levels of Infractions and Consequences (3-8)

Minor Infractions		
	Description	Consequence
Level 1	Unprepared for class, out of seat without permission, not tracking the teacher, talking out of turn	• 1 Demerit • Verbal or written warning • Seat adjustment
Level 2	Cursing (profanity, racial slurs) Engaging in name calling Extreme Disrespect Refusal to follow directions or instructions Disruption/Disruptive Horseplay	• 2 Demerits • Reflection table in classroom • Loss of privileges
Major Infractions		
• Habitual and/or excessive tardiness • Class cutting • Intentional disruption of class, cafeteria or school activities • Malicious destruction of or damage to school property, including electronic media, or the property of any person attending or assigned to the school; • Smoking and/or the possession of tobacco products by students while in or on school, properties or under school's jurisdiction during school hours or while participating in a school-sponsored event;		• 5 Demerits • Referral to Behavior Success Coach or Counselor for reflection • Conference with parent(s)/guardian(s) • Confiscation of disruptive item • Exclusion and/or removal from a particular class or event • Afterschool Detention
Extreme Behaviors		

• Possession of a knife or any potentially lethal weapon, Taser, or explosive on school property or at a school-sponsored activity; • Being under the influence of and/or evidence of drinking or possession of alcoholic beverages in school or at a school sponsored activity • Off campus criminal behavior that results in the student being legally charged with an offense that would be classified as a felony if the student was charged as an adult or if adjudicated delinquent for an offense that would be classified as a felony if the student was an adult, or 12 of 18 if the students was convicted of a felony, and the student's continued presence in school poses a danger to person or property or disrupts the educational process • Being under the influence of and/or evidence of use or possession of drug paraphernalia, substances for huffing, any substance under guise of it being a controlled substance or prescription drug, and/or medical preparations without proper medical authorization. • Possession, use or distribution of counterfeit money on school property or at any school sponsored activity. • Assault upon any teacher, principal, administrator, school resource officer, or any other school employee	• 10 demerits • In-school suspension • Out of school suspension
Zero Tolerance	
• Aggravated Assault resulting in serious bodily injury upon any teacher, principal, administrator, school resource officer, or any other school employee. • Unlawful possession, sale, or evidence of use of drugs/narcotics at school or at a school-sponsored activity. • Unauthorized possession of a firearm on school property or at a school sponsored activity	• Expulsion

DISCIPLINE PENALTIES

Attachment C: Discipline Policy

- Verbal Reminder
- Reflection Table
- Demerits
- Seat change within the classroom
- Reflection table within classroom
- Written notification to parent(s)/guardian(s)
- Referral to Behavior Success Coach or Counselor for reflection
- Conference with parent(s)/guardian(s)
- Confiscation of disruptive item
- Exclusion and/or removal from a particular class or event
- Afterschool Detention
- In-school suspension
- Out of school suspension
- Expulsion from school

Afterschool Detention: Students that receive an after-school detention will receive a 24 hour notice to serve their detention and parents/guardians are ALWAYS called, by a staff member, to give notice as well. Afterschool Detention will be held for an hour after school.

In-School Suspension: Empower Memphis Career and College Prep may require students to serve an in-school suspension during which they are not allowed to be in their classes. They will spend the school day supervised in one of the school offices while completing their schoolwork. These in-school suspensions may be given for students who demonstrate extreme behavior or consistently violate the Code of Conduct. In-school suspensions may also be given in cases where a student needs to be sent home, but school leadership is unable to reach a parent.

Out-of-School Suspension: At Empower Memphis, we desire all students to be present and engaged. Some behaviors will warrant an out-of-school suspension. An out-of-school suspension is defined as the removal of a student from the academic program for up to 10 days. Based on the Code of Conduct, the Head of School or designee will determine whether a student's behavior warrants a suspension. The Head of School or designee will notify the student's parents/guardians that the student has been suspended before being sent home on the day the suspension occurs. Information to be shared with the student's parents/guardians include the length of the suspension, the rationale for the suspension, and an opportunity to discuss the suspension with the Head of School or designee.

Attachment C: Discipline Policy

Expulsion: Students will receive expulsions for any behaviors outlined as zero-tolerance, according to Memphis Shelby County Schools Code of Conduct. Zero tolerance behaviors include aggravated assault resulting in serious bodily injury upon any teacher, principal, administrator, school resource officer, or any other school employee, unlawful possession, sale, or evidence of use of drugs/narcotics at school or a school-sponsored activity, unauthorized possession of a firearm on school property or at a school-sponsored event or activity. Empower Memphis will employ due process in which if the behavior of a student is deemed expulsion worthy, the Head of Schools will conduct a thorough investigation which includes discussions with staff members that may have witnessed the behavior or incident, review of behavior intervention plans, as well as conducting a hearing with the parent or guardian. Once all information is gathered, the Head of Schools will submit all information to the Lead Founder/CEO for approval. If all documentation supports the need for expulsion, the Lead Founder/CEO will approve expulsion. The Head of Schools will report to Memphis Police Department any evidence, including illegal drugs or weapons, as identified in TCA 39-17-1309. The Lead Founder/CEO will update the Board on students who have been expelled. Parents may appeal the decision for expulsion with the Lead Founder/CEO and to the Board. In order to do that, parents must communicate the desire to appeal in writing to the Lead Founder/CEO within 48 hours of the suspension or expulsion. The Lead Founder/CEO will set an appointment to meet with the parent/guardian within 48 hours of the appeal letter. The Lead Founder/CEO, Head of School, and identified members of the Leadership Team, will present evidence that supports the decision for a suspension or expulsion. If the decision is not resolved, the parent/guardian may request a grievance process in which the parent/guardian will write a letter to Empower Memphis Career and College Prep's Board of Directors for a final decision. Parents will be notified by the Board Chair of the final decision within five days of the receipt of the letter.

Protecting the Rights of Students with Disabilities: Empower Memphis Career and College Prep intends to ensure that we comply with disciplinary actions involving students with disabilities. As a result, we will follow the following guidelines for disciplining students with disabilities. A student with disabilities may be suspended for up to 10 days without a duty to provide continued services specified in the student's Individual Education Program (IEP), review his or her Behavior Intervention Plan (BIP), or reconsider the Functional Behavior Assessment (FBA). **Manifestation Determination Review**: If a student is expelled

or remanded, a manifestation determination review (MDR) must be conducted within the first five days of the student's removal. Parents must be notified at least 24 hours prior to the MDR. The MDR shall be used to determine (1) whether the conduct in question was caused by or had a direct or substantial relationship to the child's disability or (2) whether the conduct in question was the direct result of the school's failure to implement the IEP. Regardless of the MDR determination, services shall recommence on the 11th day of the student being removed from their primary school. Suppose the MDR determines that the conduct for a non-zero tolerance offense was a manifestation. In that case, the school must do the following: (a) conduct or review the student's FBA,(b) develop or modify a BIP, and (c) return the student to placement from which he or she was removed unless parents and school agree to a change of placement as part of modifications to the IEP or BIP. If the conduct was a zero-tolerance offense, the student could be placed in an alternative education setting for up to 45 days.

If the MDR determines that the conduct was not a manifestation, the student shall be disciplined in the same manner as non-disabled students would be for similar violations. A parent or school appeal of the MDR determination must be conducted within 20 days of notice of the MDR decision by the Director of Special Populations. The Director of Special Populations has ten days to render an appeal decision. During the appeal process, the student shall continue receiving disability services. Schools have the right to appeal to the special exceptions ruling if continuing IEP services is substantially likely to injure the student or others. Students suspected of a disability should receive IDEA discipline protections if the school knows that the student may have a disability before the behavior occurred. If the behavior occurs and the parent then alleges the child has a disability, schools should conduct an expedited evaluation. No discipline protections shall be provided until the evaluation is complete.

Attachment D: Enrollment Policy

Nondiscrimination Policy: In accordance with T.C.A § 49-13-107(b)(9) and our mission to support all learners, Empower Memphis Career and College Prep Charter School "Empower Memphis Prep" does not discriminate for enrollment at our school based on race, creed, color, gender, national origin, religion, ancestry, English proficiency, or need for special education services or disability of any kind.

Application Process: In compliance with T.C.A § 49-13-113(b)(1), we will enroll any eligible student who submits a timely enrollment application, if there is a capacity of seats within our program, class, grade level or building. Any student residing in Memphis Shelby County Schools is eligible for enrollment in our school. We accept applications for enrollment online, mail, or in-person for submission. Empower Memphis Career and College Prep staff will gather basic information from the application forms into a secure applicant database, student information system, so that we may communicate with families about their status. We will maintain original applications until the following year's lottery in case students are later admitted. The application window will open the first business day of January, and will close the final business day of April, at 5:00pm. Any applications received after close of business on the final business day in April will be time stamped. These applicants will be notified that their application was late, will be kept separate, but will be in consideration if spots are left open after the initial lottery.

Admissions Preference: All students will be given the opportunity to enroll in Empower Memphis Career and College Prep. In the case where we are over-enrolled, the lottery system will be put in place. After the lottery has taken place, students will be admitted based on their position on the waitlist, should there be open seats.

In alignment with T.C.A § 49-13-113(c), Empower Memphis Career and College Prep preserves the right to reserve up to ten percent (10%) or twenty-five seats, whichever is less, for preference of enrollment of children of teachers, sponsors, or member of governing body of the charter school if it is based on parent choice and the parent submits a timely application. In alignment with T.C.A § 49-13-113(d), Empower Memphis Career and College Prep will give preference to siblings of a student already enrolled in the school.

Attachment D: Enrollment Policy

Enrollment Process: Once admitted to Empower Memphis Career and College Prep, all parents/guardians must complete and submit an enrollment packet that includes the following: Home language survey; Enrollment forms; Immunization records; Transportation needs and preferences; Medical history documents. Registration requirements: Two (2) proof of residence TN Health Certificates must be filled out by medical providers for all Kindergarteners, seventh graders, and any new students to Empower Memphis Career and College Prep. Physicals are required for all new students to Empower Memphis Career and College Prep. Kindergarten students must be five years old on or before August 2024, to enroll in kindergarten.

Lottery: In compliance with T.C.A § 49-13-113(b)(2)(B), if applications received for enrollment by the end of our application period whose qualifications meet the preferences stated above exceed our planned capacity, we will conduct a lottery hosted by a third party. The lottery will occur within seven (7) days of the close of the application period, during which names will be randomly selected for each available seat. Within one week of the close of the lottery, notifications will be sent about the lottery through email and U.S. mail. Parents do not have to attend the lottery to be offered a seat in our school; all families will be notified of their status after the close of the lottery.

Waitlist: A waitlist will be formed after all available seats are filled during the lottery. During the lottery, once all available seats are filled, Empower Memphis Career and College Prep will continue drawing names of the remaining applicants and place them on the waitlist according to the order of the lottery. Families of children on the waitlist will be notified by mail of waitlist status at the same time as accepted students. Families will be notified of available seats as they may become available. Families selected from the waitlist will have two weeks from the date of acceptance to accept a seat by submitting all required enrollment paperwork. Empower Memphis Career and College Prep shall comply with the Family Education Rights and Privacy Act (20 U.S.C. §1232g) with respect to the publication of any list of students' names before, during, or after the enrollment and lottery process. The waitlist will be cleared at the beginning of each new application period.

Le Bonheur Children's Hospital

Attn: Office of Charter Schools
Memphis-Shelby County Schools
160 S. Hollywood St., Room 138
Memphis, TN 38112

I am honored to write to you in support of Empower Memphis Career and College Prep ("Empower"). I support Empower due to the mission of the school, the scope of the student body it will serve, my trust in the school leader, and belief in the school's partners. Empower's mission to care for the whole child and their family by preparing them as leaders equipped with economic tools and career experiences is crucial for allowing our city's children to flourish as adults. K-8 single sight schools I believe provide the greatest amount of predictability and stability for families. Muna Olaniy is a proven Memphis education leader who has demonstrated excellence in instruction and administration. Finally, Empower is supported by Building Excellent Schools on a national level and multiple education and philanthropic organizations on a local level-these partnerships will ensure a firm foundation for the school's mission to develop and excel.

At Le Bonheur Children's Hospital we look to partner with all types of organizations who do what is best for kids. Our mission to serve every child with world-class health and community care, regardless of their ability to pay, places us in relationship with half a million children a year. Through knowing and researching that many children for over 70 years we have learned that a strong educational foundation is crucial for a child's mental and physical help. Therefore, we look to support quality schools and school leaders whenever possible. We believe that Empower and its leadership embody that quality which best serves, educates, protects, prepares, and loves children and their families. It would be Le Bonheur's honor to partner with Empower.

Sincerely,

Luke J. Pruett
Development Director
Le Bonheur Children's Hospital Foundation
luke.pruett@lebonheur.org
Cell: (901) 607-1828

Attn: Office of Charter Schools

Memphis-Shelby County Schools

160 S. Hollywood St., Room 138

Memphis, TN 38112

Dear Charter School Review Committee,

I am writing to express my full support for the Empower Memphis Career and College (EMCCP) Prep, a K-8, career exploration elementary school. I am for school choice and believe that EMCCP, can be a high-quality educational option for the students in the Central City West Region, of Memphis Shelby County Schools.

Every day, the YMCA works side-by-side with our neighbors to make sure that everyone has the opportunity to learn, grow and thrive. Through healthy living, youth development and social responsibility, young people are empowered and health and well-being is improved in and across communities. A strong community can only be realized when an investment is made in our youth, through health and education.. The YMCA is pleased to support EMCCP in their efforts to change the lives of young people and the landscape of our community in these areas.

The YMCA of Memphis & the Mid-South's Y Achievers program is an area where particular alignment with EMCCP is promising. This is our college and career readiness program that helps students address the question of *what happens after high school?* With a curriculum based in the components of Social Emotional Learning, students are equipped with the college, career and life planning skills essential for future achievement. Y-Achievers operates within five core competencies of academics, college knowledge, positive relationships, life skills and positive identity. We help students develop a positive sense of self, raise academic standards and improve college preparedness.

The inequities in our community are manifested through limited opportunities and resources. To change the state of education, we must work together to problem-solve and implement solutions for the betterment of our children. Empower Memphis Career and college Prep will be a part of changing the state of education and career and college accessibility for our community. I support its school design, and I support the Empower Memphis Career and College Prep Founding Team. Therefore, it has my full support and recommendation.

Sincerely,

R.M

Roderick Moses

Director of Supplemental Programs- YMCA of Memphis & the Mid-South

Memphis-Shelby County Schools

Attn: Office of Charter Schools

160 S. Hollywood St., Room 138
Memphis, TN 38112

Dear Charter School Review Committee,

I am writing to express my support for Empower Memphis Career and College Prep. I am for school choice and believe that Empower Memphis Career and College Prep, can be a high-quality educational option for the students in the Central City West Region, of Memphis Shelby County Schools.

We are the co-founders of Sweetgrass Counseling & Consultation, a mental health wellness practice that serves Memphis and the surrounding areas. We connect to Empower's mission to support student individuality and career development. Our communities thrive with career development and the attention necessary to support the individual needs of children. Empower aims to guide budding community members through intentional activities to discover their individual strengths and interests. Our organization will happily support Empower's cause by offering social-emotional learning training for staff and scholars as well as therapeutic support to ensure that we support their mission in cultivating future emotionally intelligent leaders.

We support Empower's school design and presence in their community. Therefore, it has my full support and recommendation.

Sincerely,

Dr. Shaneika R. Smith, LPC-MHSP
Cathy Emerson
Sweetgrass Counseling & Consultation, LLC
6584 Poplar Avenue, Suite 209
Memphis, TN 38138

Attn: Office of Charter Schools
Memphis-Shelby County Schools
160 S. Hollywood St., Room 138
Memphis, TN 38112

girls inc. of Memphis

Dear Charter School Review Committee,

I am writing to express my full support for the Empower Memphis Career and College Prep, a K-8, career exploration elementary school. I am for school choice and believe that Empower Memphis Career and College Prep, can be a high-quality educational option for the students in the Central City West Region, of Memphis Shelby County Schools.

For more than 75 years, Girls Inc. of Memphis has inspired all girls to be strong, smart and bold.

Each year, Girls Inc. of Memphis serves more than 2,000 girls between the ages of 5 and 18 through in-school, after school and camp programs. Over 500 hours of quality programming is provided at no cost to participants. Our evidence-based programming is proven to make a measurable difference in the lives of girls. We also work to advance the rights and opportunities of girls and young women through public policy and advocacy. Girls Inc. of Memphis increases opportunities for our girls while making society more equitable for all girls.

We will support Empower Memphis Career and College Prep by providing programs to aid in the development of young women. We will offer in-school and afterschool programming at no cost to the participants. We also offer parental and community support, in the form of health fairs, food distribution, and resource workshops.

Sincerely,

LaKeta Bowles
Girls Inc. of Memphis
Memphis, TN

CITY YEAR MEMPHIS
1350 Concourse Avenue, Suite 437
Memphis, TN 38104
PHONE 901.623.2040
cityyear.org/memphis

Attn: Office of Charter Schools
Memphis-Shelby County Schools
160 S. Hollywood St., Room 138
Memphis, TN 38112

Dear Charter School Review Committee,

I am writing to express my full support for Empower Memphis Career and College Prep, a K-8 career exploration elementary school. Since 2016, City Year Memphis' AmeriCorps members have served schools and students in the Memphis community and see the need for high-quality educational options for the students in the Central City West Region of Memphis Shelby County Schools. I believe that Empower Memphis Career and College Prep can be a high-quality educational option.

At City Year, we believe that developing the skills and mindsets of all children and young adults contributes to strong, vibrant communities. We know that every child wants to pursue their interests, do well in school, and reach their highest aspirations. And, when we invest in the development of children and young adults, especially those who may require extra support, we ensure that the talents and contributions of our young people are available to our communities in the future.

City Year's research-based student intervention and support model places diverse teams of highly-trained young adults in schools to support at-risk students, focusing on our integrated, holistic model through which social-emotional learning, behavior, attendance, and course performance form a comprehensive student support structure. The City Year approach provides a holistic portfolio of researched-based and data-informed behavior and academic interventions, extended learning programs, and activities that foster a school-wide climate of inclusiveness and belonging and academic achievement to support the whole school, classrooms, teachers and individual students.

Like Empower Memphis College and Career Prep, City Year recognizes that the inequities in our community are manifested through limited opportunities and resources and to change the state of education, we must work together to problem-solve and implement solutions for the betterment of our children. Empower Memphis Career, and College Prep will be a part of changing the state of education and career and college accessibility for our community. I support its school design and the Empower Memphis Career and College Prep Founding Team. Therefore, it has my full support and recommendation.
Sincerely,

Robyn Ford

Robyn Ford

Executive Director, City Year Memphis
rford@cityyear.org
(901) 623-2025

GREATER MEMPHIS CHAMBER

100 Peabody Place, Suite 1000
Memphis, TN 38103
Phone: 901.543.3500
MemphisChamber.com

January 13, 2023

Attn: Office of Charter Schools
Memphis-Shelby County Schools
160 S. Hollywood St., Room 138
Memphis, TN 38112

Dear Charter School Review Committee,

I am writing to express my full support for the Empower Memphis Career and College Prep, a K-8, career exploration elementary school. I am for school choice and believe that Empower Memphis Career and College Prep can be a high-quality educational option for the students in the Central City West Region of Memphis-Shelby County Schools.

The Greater Memphis Chamber focuses its efforts on providing economic growth for all—from breaking barriers to business growth today to creating long-term strategies for Memphis' future—the Chamber works to bring transformational change in Memphis. Building our future workforce, which requires new and innovative efforts at the school level, is vital to the economic success of our region. Empower Memphis Career and College Prep's focus on cultivating career mindsets as early as kindergarten is one of those innovative ways to grow our talent pipeline.

The inequities in our community are manifested through limited opportunities and resources. To change the state of education, we must work together to problem-solve and implement solutions for the betterment of our children. Empower Memphis Career and College Prep will be a part of changing the state of education and career and college accessibility for our community. I support its school design, and I support the Empower Memphis Career and College Prep Founding Team. Therefore, it has my full support and recommendation.

Sincerely,

Amity Schuyler
Chief Innovation Officer and SVP, Workforce Development
Greater Memphis Chamber

Greater.

MEMPHIS EDUCATION fund

January 9, 2023

Dear Charter Authorizing Committee,

I am writing this letter in support of Empower Memphis Career and College Prep, a proposed K-8 career exploration-focused charter school for the families in the Central City West region of Memphis, TN with a targeted recruitment effort in South Memphis and Orange Mound. Memphis Education Fund is founded on the belief that all students should have access to quality public education. We believe that Empower Memphis will provide students with a high-quality education embedded with opportunities to explore diverse career paths as early as kindergarten.

Through our exchanges with Founder, Muna Olaniyi, we are confident that the mission and vision of Empower Memphis will be brought to life in benefit of its students and families. Mrs. Olaniyi has nearly 20 years of experience as an educator and over a decade of experience working directly in Memphis charter schools. Her dedication to education and the Memphis community coupled with her current fellowship through Build Excel Sustain (BES) will equip her with the necessary skills to develop and lead a high-quality school. BES has a proven track record of supporting successful school models both nationally and in Tennessee, Mrs. Olaniyi will benefit from their expertise and professional development in the founding and initial growth phase of Empower Memphis. As a local partner of BES, Memphis Education Fund will also be available to provide Mrs. Olaniyi with support and connect her to our network of diverse community partners.

We are excited and confident in Empower Memphis's innovative K-8 model and Mrs. Olaniyi's ability to meet the needs of our community. Please reach out to us at (901)-435-0400 if you have any questions.

Sincerely,

Terence Patterson,
President & Chief Executive Officer
Memphis Education Fund

1350 Concourse Ave. Suite 434 Memphis, TN 38104 | 901-435-0400 | www.MemphisEducationFund.org

January 21, 2022

Attn: Office of Charter Schools
Memphis-Shelby County Schools
160 S. Hollywood St., Room 138
Memphis, TN 38112

To Whom It May Concern:

As the Director of Education for Agricenter International, I would like to express our organization's strong support for and partnership with Empower Memphis Career and College Prep. I am excited about the school's focus to prepare students and give them hands-on work experiences within the school's urban enterprises and increase students' awareness of innovative opportunities.

My role as support for STEM education is grounded in my two roles of Agricenter Director of Education and also Extension Agent III for the UT-TSU Extension in Shelby County. Agricenter International is a 1,000-acre educational and research farm that is the education, agribusiness, research, and agricultural hub of the Mid-South, educating over 10,000 students annually. Our Youth Development program offers five educational topics that follow STEM standards - Plant Science, Financial Management, Life Science, Earth Science, and Healthy Living. In addition, the Agricenter supports 4-H Club programs in Mid-South schools.

I will continue to assist the school with:

- Planning activities at the school.
- Participate in the development of enrichment opportunities.
- Help Empower Memphis Career and College Prep students and teachers identify volunteers to support programming.

I look forward to Empower Memphis Career and College Prep's success in changing the state of education for the betterment of our youth.

Sincerely,

Timothy J. Roberts

Tim Roberts
Extension Agent III
UT-TSU Extension Shelby County
Agricenter Director of Education

Attn: Office of Charter Schools
Memphis-Shelby County Schools
160 S. Hollywood St., Room 138
Memphis, TN 38112

Dear Charter School Review Committee,

I am writing to express my full support of Muna Olaniyi and her ability to found Empower Memphis Career and College Prep, a K-8, career exploration school. I am for school choice and believe that Empower Memphis Career and College Prep, can be a high-quality educational option for the students in the Central City West Region, of Memphis Shelby County Schools.

Capstone Education Group leads local charter schools, Cornerstone Prep Lester Campus and Lester Prep (serving grades k-8 and located on the same campus,) and Cornerstone Prep Denver Campus, and one school approved by the TPCSC, Cornerstone Prep School, which all seek to accomplish the same mission: CEG schools equip all students with the Wisdom and Knowledge necessary to succeed in college and become leaders in their community.

We support Empower Memphis' mission to accelerate academic achievement, foster individuality, and cultivate career mindsets of all students as early as Kindergarten. We believe that meets an existing need in our city. The inequities in our community are manifested through limited opportunities and resources. To change the state of education, we must work together to problem-solve and implement solutions for the betterment of our children. Empower Memphis Career and College Prep will be a part of changing the state of education and career and college accessibility for our community. I support its school design, and I support the Empower Memphis Career and College Prep Founding Team. Therefore, it has my full support and recommendation.

Sincerely,

Drew Sippel
Executive Director, Capstone Education Group

Josh Whitehead
Senior Attorney
Direct: 901.524.5127
jwhitehead@bpjlaw.com

LAW OFFICES
Burch, Porter & Johnson, PLLC
130 North Court Avenue
Memphis, TN 38103
Phone: 901.524.5000
Fax: 901.524.5024
bpjlaw.com

November 18, 2022

Muna Olaniyi
Empower Career College Prep Schools

Sent via electronic mail to: molaniyi@fellow.bes.org

Re: Burch, Porter & Johnson PLLC Engagement Letter

Dear Muna,

It was great meeting you this morning. Many thanks for giving me the opportunity to represent and work with you on site selection and zoning entitlements for a K-8 charter school in Memphis, Tennessee. The following is a summary of the terms of my representation. Please sign the enclosed copy of this letter in the space indicated and return it to me.

I will serve as your primary point of contact at Burch, Porter & Johnson. My direct line is 901-524-5127. My standard hourly rate is $375 per hour.

Attached to this letter are our standard Terms of Engagement. We will charge for our services on an hourly basis in accordance with the attached schedule and will submit statements for services and expenses on a monthly basis. We will send all statements to your attention at the email address shown above unless instructed otherwise. Monthly statements are payable upon receipt. Any expenses will be itemized separately on the monthly statements that we send. Any major disbursements or expenses related to a matter will be cleared with you before they are incurred.

We request a retainer of $1,500 to initiate our representation. Burch, Porter & Johnson will bill against this retainer for our fees and expenses. If the matter is concluded before exhaustion of the retainer, any unearned portion will be returned to you. In the event the fees and expenses exceed the retainer, we may request an additional amount from you. All bills for fees and expenses are due upon receipt.

The cost of legal work is difficult to estimate. Much of the cost is dependent upon time expended which is impacted by our strategy and the actions of other parties involved. Expenses also vary depending upon the matter. Although Burch, Porter & Johnson attempts to manage fees and costs, we cannot commit to a maximum amount that will be necessary to conclude any particular matter. In addition, payment of our fees and expenses is not contingent upon the outcome of any matter.

Either you or we may terminate this engagement at any time, with or without cause, without further obligation by either you or us (other than our obligation to return to you any of your documents

or other property in our possession and, any obligation that may be imposed by rules of court, and your obligation to pay us the unpaid balance of any fees that are then accrued).

From time to time, you may have business or legal dealings with one or more of our other existing or future clients. This will confirm your agreement that our engagement by you will not preclude us from representing clients who may be interacting with you on unrelated matters. We will not, of course, accept any directly adverse engagement that is substantially related to the subject matter of this engagement or which would impair the confidentiality of proprietary, sensitive, or otherwise confidential communications given and/or made to us.

If you have any questions about these arrangements, please contact me as soon as possible. Otherwise, we ask that you sign the additional copy of this letter as indicated below and return it to me as soon as possible.

Thank you again for selecting us to represent you. We are pleased to have this opportunity to work together.

Very truly yours,
BURCH, PORTER & JOHNSON, PLLC

Josh Whitehead

AGREED & ACCEPTED

By:_____ _____
Date

Name: _____

Title: _____

BURCH, PORTER & JOHNSON, PLLC

TERMS OF ENGAGEMENT

1. Statements

Statements will be provided via electronic mail monthly. Statements will include itemized descriptions of all work performed and expenses incurred or advanced during the billing period. All statements are due upon receipt.

2. Fees and Expenses

Our statements in this matter will be based principally upon the following hourly rates:

Josh Whitehead	$375 per hour

During the course of the year, the terms of your account may be amended by Burch, Porter & Johnson upon thirty (30) days' written notice to you. Should it become necessary to utilize the services of any other attorneys and paralegals, their time will be based upon their hourly rates in effect when the services are performed.

Although our fees are based primarily upon our best estimate of the time expended, we will also give consideration to the type of work, the novelty and difficulty of the questions involved, the skill required to perform the task properly, the result obtained, any time limitations imposed by the client or by circumstance, and other relevant factors.

It is frequently not possible to determine the amount of time devoted to complete legal services with absolute precision, and the times set forth in our bills will be our best estimates.

Our statements will also list all out-of-pocket expenses incurred on your behalf, such as photocopying, long-distance telephone charges, travel expenses, court filing fees, deposition charges, automated legal research, etc.

3. Engagement

You may terminate our services prospectively at any time upon written notice to Burch, Porter & Johnson. Likewise, the firm reserves the right to withdraw from this representation upon written notice to you.

4. File Retention and Disposal

As a general rule, we retain electronic or written portions of client files for a period of six years after the conclusion of matters in which we serve as your attorney. After such time, we may dispose of all closed files unless you request that they be delivered to you.

5. Inquiries

Any questions concerning the terms of your account or statements received should be directed either to the principal attorney or to our Business Manager as follows:

Burch, Porter & Johnson,
A Professional Limited Liability Company
130 North Court Avenue
Memphis, Tennessee 38103
(901) 524-5000
Attention: Jeff Graham

January 23, 2023

Attn: Office of Charter Schools
Memphis-Shelby County Schools
160 S. Hollywood St. Room 138
Memphis, TN 38112

Dear Charter School Review Committee:

I am delighted to write in support of Empower Memphis Career and College Prep, a K-8, career exploration elementary school. I fully endorse and strongly support their mission and I support school choice. I fervently believe that Empower Memphis Career and College Prep will be a high-quality educational option for the students in the Central City West Region of Memphis Shelby County Schools.

As president and principal of ANF Architects, I love the idea of exposing children at an early age to careers, particularly ones, that because of their socio-economic situation, they most likely would never be exposed to. Over the years I have participated in dozens of career fairs, almost always at the high school level, and see so many children struggling with the answer to the question, "What do you want to be when you grow up?" It is a daunting question as most of them only know the careers that their family members or friends' parents have. It is important that we expose our children at a young age and empower them with awareness, self-confidence, knowledge, and the desire to have a career. I have designed many schools during my 33-year career and the focus of Empower Memphis Career and College Prep is refreshing and exciting.

Unfortunately, we all know there are many inequities in our community that are manifested through limited opportunities and resources. Because of this, we must work together to problem solve and implement solutions that will better our children and open their eyes and minds to the opportunities and resources available to them. I believe that Empower Memphis Career and College Prep will have a major impact on our children's lives and will provide them with the tools to succeed and become valuable members of our community. Their mission and vision will help students find their niche, pique their interests, and most importantly ignite their desire to learn and to belong. Empower Career and College Prep will help our children see themselves in a career and understand what steps they need to take to get there. I wholeheartedly support their school design, and I support and applaud the Empower Memphis Career and College Prep Founding Team. This school has my full support and recommendation.

Sincerely,

Rebecca Conrad

Rebecca Conrad, AIA LEED AP | President
ANF Architects

ANF ARCHITECTS

PARTNERS

Rebecca Conrad, AIA, LEED AP

Scott Dicus, AIA, LEED AP

Joe Wieronski, AIA, LEED AP

ASSOCIATES

Bob Land, AIA, LEED AP

Brian Martinelli, AIA, LEED AP

Mark Sehnert, LEED AP

Amanda Whitaker, AIA

Jim Wilkins, AIA

January 22, 2023
Attn: Office of Charter Schools
Memphis-Shelby County Schools
160 S. Hollywood St., Room 138
Memphis, TN 38112

Dear Charter School Review Committee:

I am writing to express my full support for Ms. Muna Olaniyi in her application to found Empower Memphis Career and College Prep ("Empower Prep"), a K-8 career exploration school. My support is based on multiple discussions with Ms. Olaniyi regarding her school vision and the unique impact that Empower Prep has the potential to deliver as a high-quality educational option on behalf of children in the Central City West Region of Memphis Shelby County Schools.

Having worked with dozens of charter schools with varied programmatic missions, I am enthusiastic about Empower Prep's innovative goal to provide hands-on career awareness opportunities for its students. This sort of curriculum has the potential to mitigate certain structural inequities too often found in economically disadvantaged communities that generally lack access to upward mobility and related career readiness. I am especially encouraged by Ms. Olaniyi's impressive prior professional experience and track record of success.

Empower Memphis Career and College Prep will be a part of changing the state of education and career and college accessibility for Memphis. I support its school design, and I support the Empower Memphis Career and College Prep Founding Team – in short, the school has my full support and recommendation.

Sincerely,

_____

Alex Shawe
Co-Founder
Level Field Partners
Washington, DC
202.236.1558

Loyce Lambert Ryan, Judge Retired
3175 Cotton Plant Rd.
Memphis, TN 38119
LoyceLRyan@yahoo.com

January 23, 2023

Office of Charter Schools
Memphis-Shelby County Schools
160 S. Hollywood St., Room 138
Memphis, TN 38112

Re: Empower Memphis Career and College Prep of Memphis, TN

Dear Charter School Review Committee:

This correspondence is in support of the application submitted by Empower Memphis Career and College Prep, a K-8, career exploration elementary school. I am a public education proponent. School choice is now available as a choice to educate the future citizenry of this county. A career based education is important to growth in our children and community.

I am not involved in the education arena by profession. My experience is in criminal justice. I served as the Presiding Judge in Shelby County General Sessions Court Criminal Division 15 for twenty-two years (1999-2022) . I have been involved in the area of criminal justice for almost 40 years. During that time, it was obvious that persons appearing before me and that I represented as an attorney lacked direction and understanding of the concept of a work ethic and career choices available to them. These concepts must be instilled in developmental stages of a child's life. The earlier the better. A working public is thought to be a law-abiding public.

The exposure to a 'work mind set' must begin early in life. The experience needs to be enjoyable as well as enlightening. The Empower Memphis Career and College Prep will spark the desire to love work, love your career and 'cultivate' a career mind set. This school will enhance the Central City West. I have discussed the educational concept of Empower Memphis Career and College Prep with the applicant and fully support and recommend the granting of the application.

Sincerely,
Loyce L. Ryan
Loyce L. Ryan
Judge Retired

January 26, 2023

To Memphis Shelby County Schools & TN Department of Education:

It is with great excitement that I write this letter of support on behalf of Empower Memphis Career and College Prep (EMCCP), and the proposed founder, Mrs. Muna Olaniyi.

Mrs. Olaniyi is currently a 2022-2023 Fellow with BES Inc., a highly-selective national fellowship that prepares high-capacity leaders to develop and launch innovative school models in communities that they are passionate about, and personally connected to. Muna is an insightful and inspiring leader who brings to our fellowship, her instructional expertise, a high bar for student achievement, and a strong commitment to partnering with the community to provide a high-quality school experience for the students and families of Memphis-Shelby County, particularly the communities of South Memphis and Orange Mound.

Muna has a vision for students at Empower Memphis Career and College Prep to Explore, Dream, and Pursue career paths that are aligned with each child's unique gifts, talents and interests. The educational experiences provided at Empower Memphis Career and College Prep, will allow students to understand who they are, and develop future-ready skills for success in the global market. Students attending Empower Memphis Career and College Prep will undoubtedly cultivate career mindsets as early as Kindergarten, through differentiated instruction, interest-based studies, leadership development, financial planning, as well as career simulations and internships. This is truly a new, unique and innovative approach to educating young students that has not yet been introduced within the Memphis-Shelby County landscape. Mrs. Olaniyi's instructional approach, alongside the work and support of members of her proposed community, intends to affirm their collective belief that all students will have access to high-quality educational and life experiences.

With over twenty years of instructional experience, Mrs. Olaniyi has had a wealth of experiences that uniquely position her to open Empower Memphis Career and College Prep. She began her career as an Elementary School Teacher and has worked both in the classroom and as part of the Instructional Leadership Team in various organizations across Washington, DC and in Memphis, Tennessee. Her experiences as teacher, school based leader, and district-level leader have garnered tremendous impact. She has led teacher and leader development programming which led to TVAAS 4 and 5 school designations and has launched network wide initiatives such as Learning Labs, that support the needs of diverse learners. It is no surprise that Muna is now

inspired to expand her impact on students by founding Empower Memphis Career and College Prep.

As a team at BES, we believe Muna is uniquely positioned to lead the transformational work that will deliver the academic model articulated within this application for Empower Memphis Career and College Prep. She has presented a truly innovative program that will undoubtedly prepare students in Memphis for the future they envision for themselves and their families. We are confident that she, and the team at EMCCP, will continue to be responsive to the community's needs, and resolute in providing a high-quality education inspired by the school's mission, devoted to the success of their students, and held fast by ambitious goals. We at BES, are honored to work with Mrs. Muna Olaniyi, and support her leadership and this proposal.

Respectfully submitted,

Danalyn E. Hypolite, Ed.D
Senior Director of Leadership Development
dhypolite@bes.org

Please return by Dec. 14, 2023
Christmas Event Ends Thurs. Dec. 21 @ 5pm

We are looking for feedback from families, community members and stakeholders on a proposed school for the 2024-2025 school year that **cultivates career mindsets as early as Kindergarten.**

Name: Krista Phone Number: (901) 921-4336

Zip Code: 38114

Do you or a family member have school-aged children (5-14)? X Yes ___ No

Please answer the questions below:

1. Empower Memphis Career and College Prep is a career exploration school. On a scale of 1-5, how important is learning about each industry to your family? (1=not important at all, 3=moderately important, 5=very important).

Industry	1=Not Important	2=Somewhat Important	3=Moderately Important	4=Important	5=Very Important
Advanced Manufacturing					
Agriculture, Food, Natural Resources					X
Architecture and Construction					✓
Arts, A/V Technology and Communications					✓
Business Management and Administration					✓
Education and Training					✓
Finance					✓
Government					✓
Health Sciences					✓
Information Technology					✓
Law, Public Safety, Corrections and Security					✓
Marketing, Distribution,					✓

and Logistics					X
STEM					X
Transportation					X

2. We look to create a school that meets the needs of families. What else would you like to see in schools? Select all that apply.

- [x] Parent Teacher Association
- [x] Bi-Weekly Progress Reports
- [x] Classroom PArents
- [x] Monthly school events for families and students
- [x] Host workshops on how to support your students learning at home
- [ ] Allow parents to sit in on teacher interviews
- [x] Athletics
- [x] Before and After School Programming
- [x] Internships
- [x] Field Trips
- [x] Counseling Supports

3. Would you recommend your child to attend Empower Memphis Career and College Prep.

- [x] Yes! Highly recommend
- [ ] No! Will not recommend
- [ ] Unsure! Need more information

4. Any other ideas that you would like to see in schools? Please complete below.

Kids should not have to wear uniforms if other mcs doesn't that isn't fair to other schools. a better Education system for the kids. ~~High school kinda~~ alot of kids don't even know how to write in cursive and its sad because alot of us learned that in Elementary school + its not taught to our kids these days.

Please Return by Dec. 16, 2022
Christmas Give A Way on Thurs. Dec. 22nd starting @ 5pm

EMPOWER MEMPHIS
CAREER & COLLEGE PREP

We are looking for feedback from families, community members and stakeholders on a proposed school for the 2024-2025 school year that **cultivates career mindsets as early as Kindergarten.**

Name: Montreal McFerrin **Phone Number:** 901 530-3814

Zip Code: 38114

Do you or a family member have school-aged children (3-14) ? ✓ Yes ____ No

Please answer the questions below:

1. Empower Memphis Career and College Prep is a career exploration school. On a scale of 1-5, how important is learning about each industry to your family? (1-not important at all, 3-moderately important, 5 -Very important).

Industry	1-Not Important	2-Somewhat Important	3- Moderately Important	4-Important	5- Very Important
Advanced Manufacturing				✓	
Agriculture, Food, Natural Resources				✓	
Architecture and Construction				✓	
Arts, A/VTEchnology and Communications				✓	
Business Management and Administration				✓	
Education and Training				✓	
Finance				✓	
Government				✓	
Health Sciences				✓	
Information Technology				✓	
Law, Public Safety, Corrections and Security				✓	
Marketing, Distribution,				✓	

and Logistics				✓	
STEM				✓	
Transportation				✓	

2. We look to create a school that meets the needs of families. What else would you like to see in schools? Select all that apply.

- [ ] Parent Teacher Association
- [ ] Bi-Weekly Progress Reports
- [ ] Classroom PArents
- [ ] Monthly school events for families and students
- [ ] Host workshops on how to support your students learning at home
- [ ] Allow parents to sit in on teacher interviews
- [x] Athletics
- [ ] Before and After School Programming
- [x] Internships
- [x] Field Trips
- [x] Counseling Supports

3. Would you recommend your child to attend Empower Memphis Career and College Prep.

- [x] Yes! Highly recommend
- [ ] No! Will not recommend
- [ ] Unsure! Need more information

4. Any other ideas that you would like to see in schools? Please complete below.

N/A

Please return by Dec. 14, 2023
Christmas Give A Way Thurs. Dec. 22 @ 5pm

EMPOWER MEMPHIS

We are looking for feedback from families, community members and stakeholders on a proposed school for the 2024-2025 school year that **cultivates career mindsets as early as Kindergarten.**

Name: Cynthia Harris **Phone Number:** 901 646-6192
901 562-5227
Zip Code: 38114
Do you or a family member have school-aged children (3-14) ? X Yes ___ No

Please answer the questions below:

1. Empower Memphis Career and College Prep is a career exploration school. On a scale of 1-5, how important is learning about each industry to your family? (1-not important at all, 3-moderately important, 5 -Very important).

Industry	1-Not Important	2-Somewhat Important	3- Moderately Important	4-Important	5- Very Important
Advanced Manufacturing		X			
Agriculture, Food, Natural Resources				X	
Architecture and Construction			X		
Arts, A/VTEchnology and Communications			X		
Business Management and Administration			X		
Education and Training				X	
Finance				X	
Government			X		
Health Sciences			X		
Information Technology			X		
Law, Public Safety, Corrections and Security				X	
Marketing, Distribution,			X		

and Logistics		X			
STEM	X				
Transportation				X	

2. We look to create a school that meets the needs of families. What else would you like to see in schools? Select all that apply.

- [ ] Parent Teacher Association
- [x] Bi-Weekly Progress Reports
- [x] Classroom PArents
- [x] Monthly school events for families and students
- [x] Host workshops on how to support your students learning at home
- [x] Allow parents to sit in on teacher interviews
- [x] Athletics
- [x] Before and After School Programming
- [x] Internships
- [x] Field Trips
- [x] Counseling Supports

3. Would you recommend your child to attend Empower Memphis Career and College Prep.

- [x] Yes! Highly recommend
- [ ] No! Will not recommend
- [ ] Unsure! Need more information

4. Any other ideas that you would like to see in schools? Please complete below.

* BRING BACK OUR TEXT BOOKS, INSTEAD OF SITTING A SHEET OF PAPER IN OUR STUDENT FACE AND SAY DO IT!!! 😠 OUR BABIES A CURLING MATH/READING LEVELS WITH OUT PROPER STUDY MATERIALS.

Please return by Dec 14, 2022
Christmas Give A Way Thurs. Dec 22 @ 5pm

EMPOWER MEMPHIS

We are looking for feedback from families, community members and stakeholders on a proposed school for the 2024-2025 school year that **cultivates career mindsets as early as Kindergarten.**

Name: Total Health Care **Phone Number:** 901-304-2797

Zip Code: 38114

Do you or a family member have school-aged children (3-14) ? ✓ Yes ___ No

Please answer the questions below:

1. Empower Memphis Career and College Prep is a career exploration school. On a scale of 1-5, how important is learning about each industry to your family? (1-not important at all, 3-moderately important, 5 -Very important).

Industry	1-Not Important	2-Somewhat Important	3- Moderately Important	4-Important	5- Very Important
Advanced Manufacturing					✓
Agriculture, Food, Natural Resources					
Architecture and Construction					
Arts, A/VTEchnology and Communications					
Business Management and Administration					
Education and Training					✓
Finance					
Government					
Health Sciences					
Information Technology					
Law, Public Safety, Corrections and Security					
Marketing, Distribution,					✓

and Logistics					
STEM					
Transportation					

2. We look to create a school that meets the needs of families. What else would you like to see in schools? Select all that apply.

- [ ] Parent Teacher Association
- [x] Bi-Weekly Progress Reports
- [ ] Classroom PArents
- [ ] Monthly school events for families and students
- [x] Host workshops on how to support your students learning at home
- [ ] Allow parents to sit in on teacher interviews
- [ ] Athletics
- [x] Before and After School Programming
- [ ] Internships
- [x] Field Trips
- [x] Counseling Supports

3. Would you recommend your child to attend Empower Memphis Career and College Prep.

- [x] Yes! Highly recommend
- [ ] No! Will not recommend
- [ ] Unsure! Need more information

4. Any other ideas that you would like to see in schools? Please complete below.

Joval Henderson

12-15-22 Sr.

Please return by Dec. 14, 2022
Christmas Give A Way Thurs. Dec. 22 @ 5pm

EMPOWER MEMPHIS

We are looking for feedback from families, community members and stakeholders on a proposed school for the 2024-2025 school year that **cultivates career mindsets as early as Kindergarten.**

Name: Ethel Gallaher **Phone Number:** 901-515-8799
Zip Code: 38111
Do you or a family member have school-aged children (3-14) ? X Yes ____ No

Please answer the questions below:

1. Empower Memphis Career and College Prep is a career exploration school. On a scale of 1-5, how important is learning about each industry to your family? (1-not important at all, 3-moderately important, 5 -Very important).

Industry	1-Not Important	2-Somewhat Important	3- Moderately Important	4-Important	5- Very Important
Advanced Manufacturing					
Agriculture, Food, Natural Resources					5
Architecture and Construction					
Arts, A/VTEchnology and Communications					5
Business Management and Administration					
Education and Training					5
Finance					
Government					
Health Sciences					
Information Technology					
Law, Public Safety, Corrections and Security					
Marketing, Distribution,					

and Logistics					
STEM					
Transportation					

2. We look to create a school that meets the needs of families. What else would you like to see in schools? Select all that apply.

- ☐ Parent Teacher Association
- ☐ Bi-Weekly Progress Reports
- ☐ Classroom PArents
- ☐ Monthly school events for families and students
- ☐ Host workshops on how to support your students learning at home
- ☐ Allow parents to sit in on teacher interviews
- ☐ Athletics
- ☐ Before and After School Programming
- ☐ Internships
- ☐ Field Trips
- ☐ Counseling Supports

3. Would you recommend your child to attend Empower Memphis Career and College Prep.

- ☒ Yes! Highly recommend
- ☐ No! Will not recommend
- ☐ Unsure! Need more information

4. Any other ideas that you would like to see in schools? Please complete below.

ease return by Dec. 14, 2022
nristmas Give A Way Thurs. Dec. 22 @ 5pm

EMPOWER MEMPHIS

We are looking for feedback from families, community members and stakeholders on a proposed school for the 2024-2025 school year that **cultivates career mindsets as early as Kindergarten.**

Name: Tiffany Anderson **Phone Number:** 901-801-8276
Zip Code: 38114
Do you or a family member have school-aged children (3-14) ? ✓ Yes ____ No

Please answer the questions below:

1. Empower Memphis Career and College Prep is a career exploration school. On a scale of 1-5, how important is learning about each industry to your family? (1-not important at all, 3-moderately important, 5 -Very important).

Industry	1-Not Important	2-Somewhat Important	3- Moderately Important	4-Important	5- Very Important
Advanced Manufacturing					
Agriculture, Food, Natural Resources					5
Architecture and Construction					
Arts, A/VTEchnology and Communications					
Business Management and Administration					
Education and Training					
Finance					
Government					
Health Sciences					
Information Technology					5
Law, Public Safety, Corrections and Security					
Marketing, Distribution,					

and Logistics					
STEM					
Transportation					

2. We look to create a school that meets the needs of families. What else would you like to see in schools? Select all that apply.

- [ ] Parent Teacher Association
- [ ] Bi-Weekly Progress Reports
- [ ] Classroom PArents
- [ ] Monthly school events for families and students
- [ ] Host workshops on how to support your students learning at home
- [ ] Allow parents to sit in on teacher interviews
- [ ] Athletics
- [x] Before and After School Programming
- [ ] Internships
- [ ] Field Trips
- [ ] Counseling Supports

3. Would you recommend your child to attend Empower Memphis Career and College Prep.

- [x] Yes! Highly recommend
- [ ] No! Will not recommend
- [ ] Unsure! Need more information

4. Any other ideas that you would like to see in schools? Please complete below.

Please return by Dec 14, 2022
Christmas Give A Way Thurs. Dec 22 @ 5pm

EMPOWER MEMPHIS

We are looking for feedback from families, community members and stakeholders on a proposed school for the 2024-2025 school year that **cultivates career mindsets as early as Kindergarten.**

Name: Sharon Mallie **Phone Number:** 870-212-7085
Zip Code: 72301
Do you or a family member have school-aged children (3-14) ? ✓ Yes ____ No

Please answer the questions below:

1. Empower Memphis Career and College Prep is a career exploration school. On a scale of 1-5, how important is learning about each industry to your family? (1-not important at all, 3-moderately important, 5 -Very important).

Industry	1-Not Important	2-Somewhat Important	3- Moderately Important	4-Important	5- Very Important
Advanced Manufacturing				✓	
Agriculture, Food, Natural Resources				✓	
Architecture and Construction				✓	
Arts, A/VTEchnology and Communications				✓	
Business Management and Administration					✓
Education and Training					✓
Finance					✓
Government				✓	
Health Sciences					✓
Information Technology					✓
Law, Public Safety, Corrections and Security				✓	
Marketing, Distribution,				✓	

and Logistics				✓	
STEM				✓	
Transportation				✓	

2. We look to create a school that meets the needs of families. What else would you like to see in schools? Select all that apply.

- [x] Parent Teacher Association
- [ ] Bi-Weekly Progress Reports
- [x] Classroom PArents
- [x] Monthly school events for families and students
- [x] Host workshops on how to support your students learning at home
- [x] Allow parents to sit in on teacher interviews
- [x] Athletics
- [x] Before and After School Programming
- [x] Internships
- [x] Field Trips
- [x] Counseling Supports

3. Would you recommend your child to attend Empower Memphis Career and College Prep.

- [x] Yes! Highly recommend
- [ ] No! Will not recommend
- [ ] Unsure! Need more information

4. Any other ideas that you would like to see in schools? Please complete below.

Please return by Dec 14, 2022
Christmas Give A Way Thurs. Dec 22 @ 5pm

EMPOWER MEMPHIS

We are looking for feedback from families, community members and stakeholders on a proposed school for the 2024-2025 school year that **cultivates career mindsets as early as Kindergarten.**

Name: Micaela Ibarra **Phone Number:** 9016490893

Zip Code: 38115

Do you or a family member have school-aged children (3-14) ? ✓ Yes ____ No

Please answer the questions below:

1. Empower Memphis Career and College Prep is a career exploration school. On a scale of 1-5, how important is learning about each industry to your family? (1-not important at all, 3-moderately important, 5 -Very important).

Industry	1-Not Important	2-Somewhat Important	3- Moderately Important	4-Important	5- Very Important
Advanced Manufacturing			✓		
Agriculture, Food, Natural Resources				✓	
Architecture and Construction			✓		
Arts, A/VTEchnology and Communications				✓	✓
Business Management and Administration					✓
Education and Training					✓
Finance					✓
Government				✓	
Health Sciences				✓	
Information Technology			✓		
Law, Public Safety, Corrections and Security					✓
Marketing, Distribution,				✓	

and Logistics				✓	
STEM					✓
Transportation			✓		

2. We look to create a school that meets the needs of families. What else would you like to see in schools? Select all that apply.

- [x] Parent Teacher Association
- [ ] Bi-Weekly Progress Reports
- [x] Classroom PArents
- [x] Monthly school events for families and students
- [ ] Host workshops on how to support your students learning at home
- [x] Allow parents to sit in on teacher interviews
- [x] Athletics
- [x] Before and After School Programming
- [ ] Internships
- [x] Field Trips
- [x] Counseling Supports

3. Would you recommend your child to attend Empower Memphis Career and College Prep.

- [x] Yes! Highly recommend
- [ ] No! Will not recommend
- [ ] Unsure! Need more information

4. Any other ideas that you would like to see in schools? Please complete below.

Please return by Dec 14, 2022
Christmas Give A Way Thurs. Dec 22 @ 5pm

EMPOWER MEMPHIS

We are looking for feedback from families, community members and stakeholders on a proposed school for the 2024-2025 school year that **cultivates career mindsets as early as Kindergarten.**

Name: Berenice Marquez **Phone Number:** 901-494-0675

Zip Code: _____

Do you or a family member have school-aged children (3-14) ? ✓ Yes ____ No

Please answer the questions below:

1. Empower Memphis Career and College Prep is a career exploration school. On a scale of 1-5, how important is learning about each industry to your family? (1-not important at all, 3-moderately important, 5 -Very important).

Industry	1-Not Important	2-Somewhat Important	3- Moderately Important	4-Important	5- Very Important
Advanced Manufacturing			✓		
Agriculture, Food, Natural Resources			✓		
Architecture and Construction				✓	
Arts, A/VTEchnology and Communications				✓	
Business Management and Administration				✓	
Education and Training					✓
Finance					✓
Government					✓
Health Sciences					✓
Information Technology					✓
Law, Public Safety, Corrections and Security					✓
Marketing, Distribution,					✓

and Logistics			✓		
STEM			✓		
Transportation			✓		

2. We look to create a school that meets the needs of families. What else would you like to see in schools? Select all that apply.

- [x] Parent Teacher Association
- [x] Bi-Weekly Progress Reports
- [ ] Classroom PArents
- [ ] Monthly school events for families and students
- [ ] Host workshops on how to support your students learning at home
- [ ] Allow parents to sit in on teacher interviews
- [ ] Athletics
- [ ] Before and After School Programming
- [ ] Internships
- [x] Field Trips
- [ ] Counseling Supports

3. Would you recommend your child to attend Empower Memphis Career and College Prep.

- [x] Yes! Highly recommend
- [ ] No! Will not recommend
- [ ] Unsure! Need more information

4. Any other ideas that you would like to see in schools? Please complete below.

Please return by Dec 14, 2022
Christmas Give A Way Thurs. Dec. 22 @ 5pm

EMPOWER MEMPHIS

We are looking for feedback from families, community members and stakeholders on a proposed school for the 2024-2025 school year that **cultivates career mindsets as early as Kindergarten.**

Name: Elvira Perez **Phone Number:** 9015960086

Zip Code: 38111

Do you or a family member have school-aged children (3-14) ? ✓ Yes ____ No

Please answer the questions below:

1. Empower Memphis Career and College Prep is a career exploration school. On a scale of 1-5, how important is learning about each industry to your family? (1-not important at all, 3-moderately important, 5 -Very important).

Industry	1-Not Important	2-Somewhat Important	3- Moderately Important	4-Important	5- Very Important
Advanced Manufacturing			✓		
Agriculture, Food, Natural Resources				✓	
Architecture and Construction		✓		✓	
Arts, A/VTEchnology and Communications				✓	
Business Management and Administration				✓	
Education and Training				✓	
Finance				✓	
Government			✓		
Health Sciences				✓	
Information Technology				✓	
Law, Public Safety, Corrections and Security			✓		
Marketing, Distribution,				✓	

and Logistics			✓		
STEM			✓		
Transportation				✓	

2. We look to create a school that meets the needs of families. What else would you like to see in schools? Select all that apply.

- [x] Parent Teacher Association
- [ ] Bi-Weekly Progress Reports
- [x] Classroom PArents
- [x] Monthly school events for families and students
- [x] Host workshops on how to support your students learning at home
- [x] Allow parents to sit in on teacher interviews
- [x] Athletics
- [ ] Before and After School Programming
- [ ] Internships
- [x] Field Trips
- [x] Counseling Supports

3. Would you recommend your child to attend Empower Memphis Career and College Prep.

- [ ] Yes! Highly recommend
- [ ] No! Will not recommend
- [x] Unsure! Need more information

4. Any other ideas that you would like to see in schools? Please complete below.

ease return by Dec 14, 2022
hristmas Give A Way Thurs. Dec 22 @ 5pm

EMPOWER MEMPHIS

We are looking for feedback from families, community members and stakeholders on a proposed school for the 2024-2025 school year that **cultivates career mindsets as early as Kindergarten.**

Name: Jose Rodriguez **Phone Number:** 901-644-7300

Zip Code: 38109

Do you or a family member have school-aged children (3-14) ? ✓ Yes ____ No

Please answer the questions below:

1. Empower Memphis Career and College Prep is a career exploration school. On a scale of 1-5, how important is learning about each industry to your family? (1-not important at all, 3-moderately important, 5 -Very important).

Industry	1-Not Important	2-Somewhat Important	3- Moderately Important	4-Important	5- Very Important
Advanced Manufacturing				✓	
Agriculture, Food, Natural Resources			✓		
Architecture and Construction					✓
Arts, A/VTEchnology and Communications					✓
Business Management and Administration					✓
Education and Training				✓	
Finance					✓
Government					✓
Health Sciences				✓	
Information Technology					✓
Law, Public Safety, Corrections and Security					✓
Marketing, Distribution,		✓			

and Logistics				✓	
STEM					✓
Transportation				✓	

2. We look to create a school that meets the needs of families. What else would you like to see in schools? Select all that apply.

- [x] Parent Teacher Association
- [ ] Bi-Weekly Progress Reports
- [ ] Classroom PArents
- [ ] Monthly school events for families and students
- [ ] Host workshops on how to support your students learning at home
- [ ] Allow parents to sit in on teacher interviews
- [x] Athletics
- [ ] Before and After School Programming
- [x] Internships
- [x] Field Trips
- [ ] Counseling Supports

3. Would you recommend your child to attend Empower Memphis Career and College Prep.

- [ ] Yes! Highly recommend
- [ ] No! Will not recommend
- [x] Unsure! Need more information

4. Any other ideas that you would like to see in schools? Please complete below.

NO

Please return by Dec. 14, 2022
Christmas Give A Way Thurs. Dec. 22 @ 5pm

EMPOWER MEMPHIS

We are looking for feedback from families, community members and stakeholders on a proposed school for the 2024-2025 school year that **cultivates career mindsets as early as Kindergarten.**

Name: Tiffany Smith **Phone Number:** (901) 345-8221
Zip Code: 38127
Do you or a family member have school-aged children (3-14) ? ✓ Yes ____ No

Please answer the questions below:

1. Empower Memphis Career and College Prep is a career exploration school. On a scale of 1-5, how important is learning about each industry to your family? (1-not important at all, 3-moderately important, 5 -Very important).

Industry	1-Not Important	2-Somewhat Important	3- Moderately Important	4-Important	5- Very Important
Advanced Manufacturing					
Agriculture, Food, Natural Resources			✓		
Architecture and Construction			✓		
Arts, A/VTEchnology and Communications			✓		
Business Management and Administration				✓	
Education and Training				✓	
Finance					
Government					
Health Sciences					✓
Information Technology					
Law, Public Safety, Corrections and Security				✓	
Marketing, Distribution,			✓		

and Logistics					
STEM			✓		
Transportation					✓

2. We look to create a school that meets the needs of families. What else would you like to see in schools? Select all that apply.

- ☐ Parent Teacher Association
- ☐ Bi-Weekly Progress Reports
- ☐ Classroom PArents
- ☑ Monthly school events for families and students
- ☑ Host workshops on how to support your students learning at home
- ☐ Allow parents to sit in on teacher interviews
- ☐ Athletics
- ☑ Before and After School Programming
- ☐ Internships
- ☑ Field Trips
- ☑ Counseling Supports

3. Would you recommend your child to attend Empower Memphis Career and College Prep.

- ☐ Yes! Highly recommend
- ☐ No! Will not recommend
- ☑ Unsure! Need more information

4. Any other ideas that you would like to see in schools? Please complete below.

ease return by Dec 14, 2022
hristmas Give A Way Thurs. Dec. 22 @ 5pm

EMPOWER MEMPHIS

We are looking for feedback from families, community members and stakeholders on a proposed school for the 2024-2025 school year that **cultivates career mindsets as early as Kindergarten.**

Name: Santana Ellis **Phone Number:** 901-458-1406
Zip Code: 38111

Do you or a family member have school-aged children (3-14) ? X Yes ____ No

Please answer the questions below:

1. Empower Memphis Career and College Prep is a career exploration school. On a scale of 1-5, how important is learning about each industry to your family? (1-not important at all, 3-moderately important, 5 -Very important).

Industry	1-Not Important	2-Somewhat Important	3- Moderately Important	4-Important	5- Very Important
Advanced Manufacturing			X		
Agriculture, Food, Natural Resources				X	
Architecture and Construction			X		
Arts, A/VTEchnology and Communications				X	
Business Management and Administration				X	
Education and Training					X
Finance					X
Government					X
Health Sciences					X
Information Technology					X
Law, Public Safety, Corrections and Security					X
Marketing, Distribution,				X	

and Logistics				X	
STEM				X	
Transportation					X

2. We look to create a school that meets the needs of families. What else would you like to see in schools? Select all that apply.

- [ ] Parent Teacher Association
- [x] Bi-Weekly Progress Reports
- [ ] Classroom PArents
- [x] Monthly school events for families and students
- [ ] Host workshops on how to support your students learning at home
- [ ] Allow parents to sit in on teacher interviews
- [ ] Athletics
- [ ] Before and After School Programming
- [ ] Internships
- [ ] Field Trips
- [x] Counseling Supports

3. Would you recommend your child to attend Empower Memphis Career and College Prep.

- [ ] Yes! Highly recommend
- [ ] No! Will not recommend
- [x] Unsure! Need more information

4. Any other ideas that you would like to see in schools? Please complete below.

Please Return by Dec. 16, 2022
Christmas Give A way on Thur. Dec. 22 @ 5pm

EMPOWER MEMPHIS

We are looking for feedback from families, community members and stakeholders on a proposed school for the 2024-2025 school year that **cultivates career mindsets as early as Kindergarten.**

Name: Timothy Crawford Angel Scott **Phone Number:** 901-825-5360

Zip Code: 38114

Do you or a family member have school-aged children (3-14) ? ✓ Yes ____ No

Please answer the questions below:

1. Empower Memphis Career and College Prep is a career exploration school. On a scale of 1-5, how important is learning about each industry to your family? (1-not important at all, 3-moderately important, 5 -Very important).

Industry	1-Not Important	2-Somewhat Important	3- Moderately Important	4-Important	5- Very Important
Advanced Manufacturing			5		
Agriculture, Food, Natural Resources			5		
Architecture and Construction			3		
Arts, A/VTEchnology and Communications			5		
Business Management and Administration			3		
Education and Training			5		
Finance			5		
Government			3		
Health Sciences			1		
Information Technology			5		
Law, Public Safety, Corrections and Security			5		
Marketing, Distribution,			3		

and Logistics	3				
STEM	1				
Transportation	5				

2. We look to create a school that meets the needs of families. What else would you like to see in schools? Select all that apply.

- [x] Parent Teacher Association
- [ ] Bi-Weekly Progress Reports
- [ ] Classroom PArents
- [x] Monthly school events for families and students
- [x] Host workshops on how to support your students learning at home
- [ ] Allow parents to sit in on teacher interviews
- [ ] Athletics
- [ ] Before and After School Programming
- [ ] Internships
- [x] Field Trips
- [ ] Counseling Supports

3. Would you recommend your child to attend Empower Memphis Career and College Prep.

- [ ] Yes! Highly recommend
- [ ] No! Will not recommend
- [x] Unsure! Need more information

4. Any other ideas that you would like to see in schools? Please complete below.

N/A

Please return by Dec. 14, 2022
Christmas Give A Way Thurs. Dec. 22 @ 5pm

EMPOWER MEMPHIS

We are looking for feedback from families, community members and stakeholders on a proposed school for the 2024-2025 school year that **cultivates career mindsets as early as Kindergarten.**

Name: Randy Nance
Zip Code: 38114
Phone Number: 901~~8269556~~ 8269559 9018269599

Do you or a family member have school-aged children (3-14) ? ✓ Yes ____ No

Please answer the questions below:

1. Empower Memphis Career and College Prep is a career exploration school. On a scale of 1-5, how important is learning about each industry to your family? (1-not important at all, 3-moderately important, 5 -Very important).

Industry	1-Not Important	2-Somewhat Important	3- Moderately Important	4-Important	5- Very Important
Advanced Manufacturing					
Agriculture, Food, Natural Resources					X
Architecture and Construction					✓
Arts, A/VTEchnology and Communications					
Business Management and Administration					X
Education and Training					
Finance					X
Government					
Health Sciences					
Information Technology					
Law, Public Safety, Corrections and Security					X
Marketing, Distribution,					X

and Logistics					
STEM					X
Transportation					

2. We look to create a school that meets the needs of families. What else would you like to see in schools? Select all that apply.

- [ ] Parent Teacher Association
- [x] Bi-Weekly Progress Reports
- [ ] Classroom PArents
- [ ] Monthly school events for families and students
- [ ] Host workshops on how to support your students learning at home
- [ ] Allow parents to sit in on teacher interviews
- [ ] Athletics
- [ ] Before and After School Programming
- [ ] Internships
- [x] Field Trips
- [ ] Counseling Supports

3. Would you recommend your child to attend Empower Memphis Career and College Prep.

- [ ] Yes! Highly recommend
- [ ] No! Will not recommend
- [x] Unsure! Need more information

4. Any other ideas that you would like to see in schools? Please complete below.

EMPOWER MEMPHIS

We are looking for feedback from families, community members and stakeholders on a proposed school for the 2024-2025 school year that **cultivates career mindsets as early as Kindergarten.**

Name: Christopher White **Phone Number:** 901-364-6962

Zip Code: 38114

Do you or a family member have school-aged children (3-14) ? ____ Yes ✓ ____ No (1 year)

Please answer the questions below:

1. Empower Memphis Career and College Prep is a career exploration school. On a scale of 1-5, how important is learning about each industry to your family? (1-not important at all, 3-moderately important, 5 -Very important).

Industry	1-Not Important	2-Somewhat Important	3- Moderately Important	4-Important	5- Very Important
Advanced Manufacturing					✓
Agriculture, Food, Natural Resources					✓
Architecture and Construction					
Arts, A/VTEchnology and Communications					
Business Management and Administration					
Education and Training					
Finance					
Government					
Health Sciences					
Information Technology					
Law, Public Safety, Corrections and Security					
Marketing, Distribution,					

Technology Business Medicine Law Insurance

and Logistics					
STEM					
Transportation					

2. We look to create a school that meets the needs of families. What else would you like to see in schools? Select all that apply.

- [ ] Parent Teacher Association
- [x] Bi-Weekly Progress Reports
- [x] Classroom PArents
- [ ] Monthly school events for families and students
- [ ] Host workshops on how to support your students learning at home
- [ ] Allow parents to sit in on teacher interviews
- [ ] Athletics
- [ ] Before and After School Programming
- [x] Internships
- [ ] Field Trips
- [ ] Counseling Supports

3. Would you recommend your child to attend Empower Memphis Career and College Prep.

- [x] Yes! Highly recommend
- [ ] No! Will not recommend
- [ ] Unsure! Need more information

4. Any other ideas that you would like to see in schools? Please complete below.

N/A

EMPOWER MEMPHIS

We are looking for feedback from families, community members and stakeholders on a proposed school for the 2024-2025 school year that **cultivates career mindsets as early as Kindergarten.**

Name: Tina Peeples **Phone Number:** 901 254-4017

Zip Code: 38114

Do you or a family member have school-aged children (3-14) ? ✓ Yes ____ No

Please answer the questions below:

1. Empower Memphis Career and College Prep is a career exploration school. On a scale of 1-5, how important is learning about each industry to your family? (1-not important at all, 3-moderately important, 5 -Very important).

Industry	1-Not Important	2-Somewhat Important	3- Moderately Important	4-Important	5- Very Important
Advanced Manufacturing					✓
Agriculture, Food, Natural Resources					
Architecture and Construction					
Arts, A/VTEchnology and Communications					
Business Management and Administration					✓
Education and Training					
Finance					
Government					
Health Sciences					✓
Information Technology					✓
Law, Public Safety, Corrections and Security					✓
Marketing, Distribution,					

and Logistics					
STEM					✓
Transportation					

2. We look to create a school that meets the needs of families. What else would you like to see in schools? Select all that apply.

- [x] Parent Teacher Association
- [ ] Bi-Weekly Progress Reports
- [x] Classroom PArents
- [ ] Monthly school events for families and students
- [ ] Host workshops on how to support your students learning at home
- [ ] Allow parents to sit in on teacher interviews
- [x] Athletics
- [ ] Before and After School Programming
- [x] Internships
- [ ] Field Trips
- [ ] Counseling Supports

3. Would you recommend your child to attend Empower Memphis Career and College Prep.

- [x] Yes! Highly recommend
- [ ] No! Will not recommend
- [ ] Unsure! Need more information

4. Any other ideas that you would like to see in schools? Please complete below.

1) Let the parents back in the building
2) Let the students go to the restroom

EMPOWER MEMPHIS

We are looking for feedback from families, community members and stakeholders on a proposed school for the 2024-2025 school year that **cultivates career mindsets as early as Kindergarten.**

Name: Dunter jo **Phone Number:** 901 230-4661

Zip Code: 38114

Do you or a family member have school-aged children (3-14) ? ✓ Yes ____ No

Please answer the questions below:

1. Empower Memphis Career and College Prep is a career exploration school. On a scale of 1-5, how important is learning about each industry to your family? (1-not important at all, 3-moderately important, 5 -Very important).

Industry	1-Not Important	2-Somewhat Important	3- Moderately Important	4-Important	5- Very Important
Advanced Manufacturing					✓
Agriculture, Food, Natural Resources					✓
Architecture and Construction					✓
Arts, A/VTEchnology and Communications			✓		
Business Management and Administration					✓
Education and Training					✓
Finance					✓
Government			✓		
Health Sciences					✓
Information Technology					✓
Law, Public Safety, Corrections and Security					✓
Marketing, Distribution,					

and Logistics					✓
STEM					✓
Transportation			✓		

2. We look to create a school that meets the needs of families. What else would you like to see in schools? Select all that apply.

- [x] Parent Teacher Association
- [x] Bi-Weekly Progress Reports
- [x] Classroom PArents
- [x] Monthly school events for families and students
- [x] Host workshops on how to support your students learning at home
- [x] Allow parents to sit in on teacher interviews
- [ ] Athletics
- [x] Before and After School Programming
- [x] Internships Most def
- [x] Field Trips
- [x] Counseling Supports

3. Would you recommend your child to attend Empower Memphis Career and College Prep.

- [x] Yes! Highly recommend
- [ ] No! Will not recommend
- [ ] Unsure! Need more information

4. Any other ideas that you would like to see in schools? Please complete below.

N/A

Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102

Filing Information

Name: Empower Career and College Prep Schools

General Information

SOS Control #	001367773	Formation Locale:	TENNESSEE
Filing Type:	Nonprofit Corporation - Domestic 11/10/2022 12:31 PM	Date Formed:	11/10/2022
		Fiscal Year Close	12
Status:	Active		
Duration Term:	Perpetual		
Business Type:	School Organization - Exempt		
Public/Mutual Benefit:	Mutual		

Registered Agent Address
Empower Career and College Prep Schools
SUITE 434
1350 CONCOURSE AVE
MEMPHIS, TN 38104

Principal Address
SUITE 434
1350 CONCOURSE AVE
MEMPHIS, TN 38104

The following document(s) was/were filed in this office on the date(s) indicated below:

Date Filed	Filing Description	Image #
11/10/2022	Initial Filing	B1298-7838

Active Assumed Names (if any)	Date	Expires

DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 12-13-2022

Employer Identification Number:
88-4390209

Form: SS-4

Number of this notice: CP 575 G

EMPOWER MEMPHIS CAREER AND COLLEGE
PREP SCHOOLS

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 88-4390209. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for their business. Some taxpayers receive CP575 notices when another person has stolen their identity and are opening a business using their information. If you did **not** apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

A limited liability company (LLC) may file Form 8832, *Entity Classification Election*, and elect to be classified as an association taxable as a corporation. If the LLC is eligible to be treated as a corporation that meets certain tests and it will be electing S corporation status, it must timely file Form 2553, *Election by a Small Business Corporation*. The LLC will be treated as a corporation as of the effective date of the S corporation election and does not need to file Form 8832.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

(IRS USE ONLY) 575G 12-13-2022 EMPO O 9999999999 SS-4

IMPORTANT REMINDERS:

* Keep a copy of this notice in your permanent records. This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.

* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.

* Refer to this EIN on your tax-related correspondence and documents.

* Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is EMPO. You will need to provide this information along with your EIN, if you file your returns electronically.

Safeguard your EIN by referring to Publication 4557, Safeguarding Taxpayer Data: A Guide for Your Business.

You can get any of the forms or publications mentioned in this letter by visiting our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter.

Thank you for your cooperation.

Keep this part for your records. CP 575 G (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 G

9999999999

Your Telephone Number Best Time to Call
( ) -
_____ _____

DATE OF THIS NOTICE: 12-13-2022
EMPLOYER IDENTIFICATION NUMBER: 88-4390209
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

EMPOWER MEMPHIS CAREER AND COLLEGE PREP

Article I – Name, Office, Purpose, and Objectives

Section 1.1 Name. The name of the organization will be Empower Memphis Career and College Prep Charter School. (hereinafter "Empower Memphis Career and College Prep," "Empower Memphis" or the "School").

Section 1.2 Principal Office. The principal office of Empower Memphis Career and College Prep will be located at 1350 Concourse Avenue, Memphis TN 38104.

Section 1.3 Registered Office. The registered office of Memphis Career and College Prep shall be 1350 Concourse Avenue, Memphis, TN 38104. Empower Memphis Career and College Prep may also have offices at such other places as its Board of Directors (the "Board") shall determine the business of Empower Memphis Career and College Prep requires; provided, however, that the registered office shall be registered with the Secretary of State of Tennessee and the agent so registered shall be located at the same address, or as otherwise provided by the Board.

Section 1.4 Purpose. The purpose for which Empower Memphis is organized is to establish and run a Charter School in Memphis, Tennessee, pursuant to the Tennessee Public Charter Schools Act of 2002, as amended, supplemented or replaced ("The Charter Schools Act"), under its Charter Agreement with Shelby County Schools and Shelby County, Tennessee (the "Charter Agreement"), with a stated mission of providing students in grades Kindergarten (K) through eight (8) with acceleration of academic achievement, fostering individuality, cultivating career mindsets so, students can pursue with confidence career paths of their choice.

Section 1.5 Dissolution. If, for any reason, Empower Memphis Career and College Prep should dissolve, organization assets shall be distributed for one or more exempt purposes within the meaning of § 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

Article II – Board of Directors

The Board of Directors shall have all powers and duties for the conduct of the activities of Empower Memphis Career and College Prep. Empower Memphis Career and College Prep shall not have members. While persons who associate with, or attend programs of, participate in, contribute to, or benefit from Empower Memphis Career and College Prep may be referred to as "members," no rights, voting or otherwise, will inure to any such persons.

Section 2.1 General Powers. The Board shall have the power to govern the business, affairs, and property of Empower Memphis Career and College Prep in accordance with the applicable laws and regulations of the state of Tennessee and any limitations in the Articles of Incorporation or these Bylaws. The Lead Founder/CEO will be an advisory, non-voting member of the Board (*ex officio*). As required by law (currently, TCA § 49-13-104), the Board shall contain at least one (1) parent representative whose

child is currently enrolled in the School. The parent representative shall be appointed by the Board within six (6) months of the School's opening date.

Section 2.2 Number. The Board shall consist of at least five(5) Directors and no more than eleven (11) Directors. All Directors will have identical rights and responsibilities.

Section 2.3 Qualifications. Directors will be selected who have the qualifications and diversity of expertise to fulfill Empower Memphis Career and College Prep's mission and objectives.

Section 2.4 Compensation. Directors shall serve without compensation.

Section 2.5 Selection. The Governance Committee (defined at ¶ 6.2) shall present a slate of potential Directors and Officers for election by the Board. The Board shall approve a process for nominating Directors to the Board through the Governance Committee. There will be a meeting annually dedicated to the election of nominated Directors.

Section 2.6 Tenure. Directors shall serve staggered terms to balance continuity with new perspectives. Directors shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three (3) year term shall be considered to have been served upon the passage of three (3) annual meetings following elections. After election, the term of a Director may not be reduced, except for cause as specified in these bylaws. No Director shall serve more than three (3) consecutive terms.

Section 2.7 Vacancy. Any vacancy occurring in the Board of Directors and any position to be filled by reason of an increase in the number of Directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Directors. A Director elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 2.8 Resignation. A Director may resign at any time by filing a written resignation with the Chair of the Board.

Section 2.9 Removal. The Board may remove any Officer or Director for cause by majority vote of the entire Board of Directors at any regular or special meeting of the Board, provided that a statement of the reason or reasons shall have been mailed by Registered Mail to the Officer or Director proposed for removal at least thirty (30) days before any final action is taken by the Board. This statement shall be accompanied by a notice of the time when, and the place where, the Board is to take action on the removal. The Officer or Director shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

Section 2.10 Initial Board. The initial Board of Directors will serve staggered terms. The initial Board shall consist of at least two (2) Directors who will serve a one (1) year term, at least two (2) Directors who will serve a two (2) year term, and at least two (2) Directors who will serve a three (3) year term.

Section 2.11 Members of the Board:

(a) Shall receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary Empower Memphis Career and College Prep activities in accordance with Empower Memphis Career and College Prep policies.
(b) Shall serve with the highest degree of duty, loyalty, and care and shall undertake no enterprise to profit personally from his, or her, position with Empower Memphis Career and College Prep.
(c) Shall be bound by the Board's Code of Conduct, Conflict of Interest and Confidentiality policy statements.
(d) Shall have no direct or indirect financial interest in the assets or lease of Empower Memphis Career and College Prep; any Director who individually or as part of a business or professional firm is involved in the business transactions or current professional services of Empower Memphis Career and College Prep shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.
(e) Shall be covered and Officers Insurance provided by Empower Memphis Career and College Prep in amounts required by the Board in its reasonable discretion.

Article III – Officers

Section 3.1 Number. There shall be four (4) elective Officers of the Board: a Chair, a Vice-Chair, a Secretary, and a Treasurer.

Section 3.2 Election. The Governance Committee shall present a slate of Officers to the Board of Directors. The nominated Officers shall be drawn from among the members of the Board of Directors. The election of Officers shall be held at the annual meeting of the Board.

Section 3.3 Tenure. The newly elected Officers shall take office on July 1 following the close of the meeting at which they are elected and the term of office shall be one year, or until respective successors assume office. A Director may serve more than one (1) term in the same office, but not more than three (3) consecutive terms in the same office.

Section 3.4 Chair Vacancy. In the event that the office of the Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term. In the event that the office of Vice-Chair or Secretary-Treasurer becomes vacant, the Chair shall appoint interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held.

Article IV – Meetings

Section 4.1 Regular Meetings. There shall be at least ten (10) regular meetings of the Board held each year. Notice shall be given to each Director thirty (30) days prior to the date of every regular meeting of the Board. Notice of any meeting to the public shall include the date, time, and place of a meeting and a statement or agenda specifying the nature of business to be conducted. The meetings of the Board are deemed to be "public business" and must be held in compliance with TCA §§ 8-44-101 (a) *et seq.*

Section 4.2 Annual Meeting. The annual meeting of the Board shall occur in the last quarter of the fiscal year.

Section 4.3 Special Meetings. Special Meetings of the Board may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, and hour therefore, due notice having been given to each Director five (5) calendar days prior to the meeting. Notice of any meeting to the public shall include the date, time, and place of a meeting and a statement or agenda specifying the nature of business to be conducted. Such notice shall also comply with the requirements regarding the posting and notice of meetings to the public, pursuant to TCA §§ 8-44-101 *et seq.*

Section 4.4 Quorum. One-half of the Directors then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Directors, except where otherwise required by these Bylaws.

Section 4.5 Minutes. Minutes of each meeting of the Board of Directors shall be recorded in writing and kept with the records of Empower Memphis Career and College Prep. The contents of such minutes, as well as the provisions for providing the minutes to the public, shall comply with the provisions of TCA §§ 8-44-104 *et seq.*

Section 4.8 Open Meetings. Meetings of the Board shall be public in accordance with state and federal laws and regulations. Members of the public shall have an opportunity for input at meetings of the Board.

Section 4.9 Absentee Board Member. An absentee Board member may not designate an alternate to represent him, or her, at a Board meeting. A member of the Board may be deemed to be present for purposes of achieving a quorum and may cast a vote if he, or she, grants a signed, written proxy to another Board member who is present at the meeting. The proxy must direct a vote to be cast with respect to a particular proposal that is described with reasonable specificity in the proxy. No other proxies are allowed.

Section 4.10 Regular Meetings. Notice of all regular meetings of the Board, an agenda of all items to be discussed at such meetings, and agenda support materials shall be circulated to all Directors prior to the meeting. Any Director may waive notice of any meeting. The attendance of a Director at any meeting also shall constitute a waiver of notice of such meeting, except where the Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Article V – Conflict of Interest

Section 5.1 Conflict of Interest. All Directors, Officers, and employees of Empower Memphis Career and College Prep shall be subject to the Conflict of Interest Agreement signed annually.

Article VI – Committees and Ad Hoc Committees

Section 6.1 Composition. A Board resolution shall appoint committees or Ad Hoc Committees of the Board, except the Governance Committee. Committees may be composed of Directors or community members, or both. The Board may prescribe the need and/or the composition of such committees. Committees will also include the Academic Excellence Committtee, FInance Committee and Development Committee.

Section 6.2 Governance Committee. There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of at least three (3) persons recommended by the Chair and elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of one (1) year and these terms shall be staggered to ensure continuity of committee membership. 5The Board Chair of the Board will serve as chair of this committee. The duties of the Governance Committee shall be

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

Section 6.3 Finance Committee. There shall be a standing committee known as the Finance Committee. The committee shall be composed of at least two (2) persons elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of at least one (1) year, and these terms shall be staggered to ensure continuity of committee membership. The Treasurer will serve as chair of this committee.

Section 6.4 Academic Excellence Committee. There shall be a standing committee known as the Academic Excellence Committee. This committee shall be composed of at least two (2) persons elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of the committee membership. The committee shall elect its own chair.

Section 6.5 Development Committee. There shall be a standing committee known as the Development Committee. This committee shall be composed of at least two (2) persons elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two (2) years and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair.

Section 6.6 Quorum for Committees. There shall be no quorum requirement for any committee.

Article VII – Fiscal Year and Check Signing

Section 7.1 Fiscal Year. The fiscal year of Empower Memphis Career and College Prep shall begin on July 1 of each calendar year and terminate on June 30 of the following year.

Section 7.2 Check Signing. The signature of both an Officer and the Lead Founder/CEO shall be required on any check in excess of $10,000.

Article VIII – Rules of Order

In the event of a conflict or challenge, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of Empower Memphis Career and College Prep.

Article IX – Amendments

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

Article X – Indemnification

Empower Memphis Career and College Prep shall indemnify each Director of the Board to the full extent permitted by the Tennessee Nonprofit Corporation Act. Each Director shall enjoy the protection and immunity provided by TCA § 48-58-601, as (and if) limited by The Charter School Act. A Director or Officer shall not be personally liable to Empower Memphis Career and College Prep for damages for breach of any duty owed to Empower Memphis Career and College Prep, its beneficiaries, or the Board, except that nothing contained herein shall relieve a Director or Officer from liability for breach of duty based on an act or omission: (a) in breach of such person's duty of loyalty to the Corporation; (b) not in good faith or involving a known violation of the law; or (c) resulting in receipt of an improper personal benefit.

Empower Memphis Career and College Prep Board of Directors (Board") desires to operate in the most ethical and conscientious manner possible; to that end, the Board adopts this Code of Conduct.

Each member of the Board agrees that he or she will, and all members of the Board of Directors of the Corporation must:

- Recognize the authority of the Board rests only with the Board as a whole and not with individual members and act accordingly.
- Ensure, uphold, and abide by all laws, regulations, and rules pertaining to schools issued by the Tennessee State Board of Education, the courts, and any other relevant authority.
- Support the delegation of authority for the day-to-day administration of the charter school to the Chief Executive Officer and act accordingly.
- Ensure and enact decision-making grounded on the educational welfare and well-being of the children served by Empower Memphis Career and College Prep without consideration to race, religion, color, sex, income level, or any other irrelevant characteristic.
- Members will exercise the highest degree of care not to disclose confidential information, including but not limited to:
    - Student records
    - Financial information
    - Personnel records
    - Payroll records
- Ensure and encourage changes only through lawful and ethical processes. Use his or her independent judgment in reaching all decisions.
- Refrain from using his/her position on the Board of Directors for personal gain or profit.
- Members will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
    - Theft or inappropriate removal or possession of property
    - Falsification of documents
    - Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
    - Use of tobacco or tobacco products on school grounds
    - Insubordination or other disrespectful conduct
    - Violation of safety or health rules

- Periodically review and evaluate the effectiveness of policies for Empower Memphis Career and College Prep School's programs and performance. Work with other Board members to establish effective policies for Empower Memphis Career and College Prep.
- Make decisions on policy matters only after full discussion at publicly held Board Meetings.
- Attend and participate in regularly scheduled and called Board meetings. Express opinions before votes are cast, but after the Board vote, abide by and support all majority decisions of the Board.
- Comply with the Conflict of Interest Policy of the Board, all applicable laws and State Board of Education Standard, rules, and guidelines.
- Exhibit personal conduct that reflects positively on the school.
- Make all reasonable efforts to support the school's mission

Article I – Purpose: The purpose of the conflict of interest policy is to protect the interests of Empower Memphis Career and College Prep ("Empower Career and Prep Schools"). ("Empower Memphis Academy"). In the event, Empower Memphis Career and College Prep is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Empower Memphis Career and College Prep or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interests applicable to nonprofit and charitable organizations.

Article II – Definitions:

Section 2.1 Interested Person. Any director, principal officer, or member of a committee with governing Board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Section 2.2 Financial Interest. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

(a) An ownership or investment interest in any entity with which Empower Memphis Career and College Prep has a transaction or arrangement,
(b) A compensation arrangement with Empower Memphis Career and College Prep or with any entity or individual with which Empower Memphis Career and College Prep has a transaction or arrangement, or
(c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Empower Memphis Career and College Prep is negotiating a transaction or arrangement.

Article III – Procedures:

Section 3.1 Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing Board delegated powers considering the proposed transaction or arrangement.

Section 3.2 Determining Whether a Conflict of Interest Exists. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing Board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any governing Board or committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars ($5,000) or less in any single calendar year, from Empower Memphis Career and College Prep to an organization that is tax exempt under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists. Procedures for Addressing a Conflict of Interest

(a) An interested person may make a presentation at the governing Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest

(b) The chairperson of the governing Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(c) After exercising due diligence, the governing Board or committee shall determine whether Empower Memphis Career and College Prep can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Empower Memphis Academy's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

2. Violations of the Conflicts of Interest Policy

(a) If the governing Board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings

The minutes of the governing Board and all committees with Board delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing Board's or committee's decision as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with

the proceedings.

Article V – Compensation

(a) A voting member of the governing Board who receives compensation, directly or indirectly, from Empower Memphis Career and College Prep for services is precluded from voting on matters pertaining to that member's compensation.

(b) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Empower Memphis Career and College Prep for services is precluded from voting on matters pertaining to that member's compensation.

(c) A voting member of the governing Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Empower Memphis Academy, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Annual Statements

Each director, principal officer and member of a committee with governing Board delegated powers shall annually sign a statement which affirms such person:

(a) Has received a copy of the conflicts of interest policy,

(b) Has read and understands the policy,

(c) Has agreed to comply with the policy, and

(d) Understands the School is charitable and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII – Periodic Reviews

To ensure Empower Memphis Career and College Prep operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

(a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

(b) Whether partnerships, joint ventures, and arrangements with management organizations conform to Empower Memphis Academy's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII – Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, Empower Memphis Career and College Prep may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing Board of its responsibility for ensuring periodic reviews are conducted.

Article VIII: Review of Policy

The policy and its application shall be reviewed annually for the information and guidance of directors, and officers, each of whom has a continuing responsibility to scrutinize their transactions and outside business interests and relationships for potential conflicts of interest, and make such disclosures as described in this policy.

Each director will be asked to complete a certification of agreement with the policy and disclosure of any known conflicts of interest upon his or her election or re-election to the board and annually thereafter. All certifications shall be reviewed by the board as appropriate.

I have read and agree to abide by Empower Memphis Career and College Prep's Conflict-of-Interest Policy. To the best of my knowledge, I have no conflicts as described in this Policy.

_____ _____

Signature Date

_____

Name (please print)

Attachment F4: Code of Conduct

Empower Memphis Career and College Prep Board of Directors (Board") desires to operate in the most ethical and conscientious manner possible; to that end, the Board adopts this Code of Conduct.

Each member of the Board agrees that he or she will, and all members of the Board of Directors of the Corporation must:

- Recognize the authority of the Board rests only with the Board as a whole and not with individual members and act accordingly.
- Ensure, uphold, and abide by all laws, regulations, and rules pertaining to schools issued by the Tennessee State Board of Education, the courts, and any other relevant authority.
- Support the delegation of authority for the day-to-day administration of the charter school to the Chief Executive Officer and act accordingly.
- Ensure and enact decision-making grounded on the educational welfare and well-being of the children served by Empower Memphis Career and College Prep without consideration to race, religion, color, sex, income level, or any other irrelevant characteristic.
- Members will exercise the highest degree of care not to disclose confidential information, including but not limited to:
    - Student records
    - Financial information
    - Personnel records
    - Payroll records
- Ensure and encourage changes only through lawful and ethical processes. Use his or her independent judgment in reaching all decisions.
- Refrain from using his/her position on the Board of Directors for personal gain or profit.
- Members will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
    - Theft or inappropriate removal or possession of property

  - Falsification of documents
  - Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
  - Use of tobacco or tobacco products on school grounds
  - Insubordination or other disrespectful conduct
  - Violation of safety or health rules
- Periodically review and evaluate the effectiveness of policies for Empower Memphis Career and College Prep School's programs and performance. Work with other Board members to establish effective policies for Empower Memphis Career and College Prep.
- Make decisions on policy matters only after full discussion at publicly held Board Meetings.
- Attend and participate in regularly scheduled and called Board meetings. Express opinions before votes are cast, but after the Board vote, abide by and support all majority decisions of the Board.
- Comply with the Conflict of Interest Policy of the Board, all applicable laws and State Board of Education Standard, rules, and guidelines.
- Exhibit personal conduct that reflects positively on the school.
- Make all reasonable efforts to support the school's mission

Attachment F5: Conflict of Interest Policy

Article I – Purpose: The purpose of the conflict of interest policy is to protect the interests of Empower Memphis Career and College Prep ("Empower Career and Prep Schools"). ("Empower Memphis Academy"). In the event, Empower Memphis Career and College Prep is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Empower Memphis Career and College Prep or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interests applicable to nonprofit and charitable organizations.

Article II – Definitions:

Section 2.1 Interested Person. Any director, principal officer, or member of a committee with governing Board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Section 2.2 Financial Interest. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

(a) An ownership or investment interest in any entity with which Empower Memphis Career and College Prep has a transaction or arrangement,

(b) A compensation arrangement with Empower Memphis Career and College Prep or with any entity or individual with which Empower Memphis Career and College Prep has a transaction or arrangement, or

(c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Empower Memphis Career and College Prep is negotiating a transaction or arrangement.

Article III – Procedures:

Section 3.1 Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing Board delegated powers considering the proposed transaction or arrangement.

Section 3.2 Determining Whether a Conflict of Interest Exists. A financial interest is not necessarily a

conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing Board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any governing Board or committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars ($5,000) or less in any single calendar year, from Empower Memphis Career and College Prep to an organization that is tax exempt under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists. Procedures for Addressing a Conflict of Interest

(a) An interested person may make a presentation at the governing Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest

(b) The chairperson of the governing Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(c) After exercising due diligence, the governing Board or committee shall determine whether Empower Memphis Career and College Prep can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Empower Memphis Academy's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

2. Violations of the Conflicts of Interest Policy

(a) If the governing Board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

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(a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing Board's or committee's decision as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

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(b) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Empower Memphis Career and College Prep for services is precluded from voting on matters pertaining to that member's compensation.

(c) A voting member of the governing Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Empower Memphis Academy, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

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(b) Has read and understands the policy,

(c) Has agreed to comply with the policy, and

(d) Understands the School is charitable and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII – Periodic Reviews

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(a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

(b) Whether partnerships, joint ventures, and arrangements with management organizations conform to Empower Memphis Academy's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII – Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, Empower Memphis Career and College Prep may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing Board of its responsibility for ensuring periodic reviews are conducted.

Article VIII: Review of Policy

The policy and its application shall be reviewed annually for the information and guidance of directors, and officers, each of whom has a continuing responsibility to scrutinize their transactions and outside business interests and relationships for potential conflicts of interest, and make such disclosures as described in this policy.

Each director will be asked to complete a certification of agreement with the policy and disclosure of any known conflicts of interest upon his or her election or re-election to the board and annually thereafter. All certifications shall be reviewed by the board as appropriate.

Attachment F5: Conflict of Interest Policy

I have read and agree to abide by Empower Memphis Career and College Prep's Conflict-of-Interest Policy. To the best of my knowledge, I have no conflicts as described in this Policy.

_____ _____

Signature Date

_____

Name (please print)

Empower Memphis Career and College Prep
Founding Board

Muna Olaniyi, Lead Founder, Proposed Chief Executive Officer: Muna Olaniyi is currently a BES Fellow, a national nonprofit that identifies and prepares excellent leaders to transform education in their communities. She brings almost 20 years of experience as an educator. She began her career as an Elementary School Teacher and has since worked both in the classroom and as part of the instructional leadership team in various organizations. Muna is driven by the impact she has had on her students. The students from the middle school in which she was a founding leader are now seniors and are seeing a 90% graduation rate. She has been empowered by the fact that her students are using habits they developed in her classroom throughout the rest of their education experience. In addition to her investment in educating students, Muna is excited about creating opportunities for family engagement and support at Empower Memphis Career and College Prep, the school she is proposing to found in Memphis, TN. Muna received her Bachelor's degree in Elementary Education from the University of Maryland and received her Master of Education in Curriculum and Instruction/Administration from McDaniel College.

Dr. Eric Bailey, Proposed Board Member: Dr. Eric Bailey is the Assistant Vice President of the Division of Student Success at the University of Memphis. He has over ten years of collegiate experience having served as a Director of Equity, Diversity, and Inclusion and an Assistant Dean for Nursing Students. He has helped to secure several grants including a 3.24 million dollar grant for nurse retention. Dr. Bailey has a doctorate from the University of Memphis and an MBA from Keller Graduate School orf Management.

Brian Burnett, Proposed Treasurer: Brian Burnett is, a native Memphian, who has over ten years of financial experience. He has held several leadership positions including Senior Manager of Financial Operations of CBRE, where he balanced a 45,000,000 budget. Currently, he is the Finance Manager for the Global Workplace Solutions Department of CBRE.

Susan Hipner, Proposed Secretary: Susan has worked in education for over a decade, serving students in Memphis. She was a founding teacher at Memphis College Prep, a BES Fellow-founded school. As an educator, Susan's students demonstrated exceptional performance on normed assessments. She also has extensive experience as a teacher trainer, ensuring that all staff were equipped to teach high-quality phonics lessons. She looks forward to supporting the mission of Empower Prep. She holds a Bachelor of Arts from Rhodes College and a Master of Arts from Christian Brothers University.

Dr. Marian Kelley, Proposed Vice Chair: Marian Kelley has been an educator for 13 years in both the public and charter sectors of urban and rural districts in Tennessee. Her career began as a special education teacher, before she moved into administration as a Special Populations Coordinator, Director of Special Populations, and Charter School Advisor. She has obtained a Doctorate Degree in Educational Supervision in addition to holding additional degrees in Curriculum and Instruction, Elementary Education, and Special Education. Dr.Kelley specializes in advocacy for students and families by developing and overseeing the implementation of appropriate instructional and behavioral practices to ensure student success. She brings with her extensive knowledge of policies, procedures, and law as it relates to students with disabilities including gifted students and English Language Learners. She has created and

facilitated professional development and strategic planning for the implementation of appropriate modifications, accommodations, scaffolds, IEP and ILP creation and implementation, and compliance for both general education and special education K-12 teachers and administrators. Additionally, Dr. Kelley has supported various Charter districts with the creation and implementation of Gifted Programs for advanced students.

Tim Rollins, Proposed Board Member: Tim is a commercial real estate expert with a sub-specialty in strategic planning and serves as a Director at Cushman Wakefield Commercial Advisors where he leads their development consulting with a focus on nonprofits and small businesses. He earned a bachelor's in real estate from Georgia State University and a master's in accounting from Western University. After college, he joined the US Army as an engineer officer doing community development work in Kabul, Afghanistan. Post service, he worked for a subsidiary of a Fortune 500 company doing asset management and troubleshooting of challenged real estate before leaving to found the real estate department for one of the largest private medical cannabis operators in the United States. When his wife took a job at St Jude, Tim started and ran his own consulting company for several years before settling in Memphis and accepting a position with one of his then clients Commercial Advisors.

Meagan Tate, Proposed Board Chair: Meagan Tate is a native Memphian from South Memphis, with a deep-rooted passion for educational equity. This passion for equal access began while she was studying to become a lawyer at Christian Brothers University. However, after completing a service-learning project that involved tutoring the youth at various community centers, she found that the fight for justice did not have to start in the courts, but in the classrooms. Over the course of her 15-year educational career, she has been a teacher, Dean of Students, Director of Curriculum & Instruction, Instructional Support Advisor for the Shelby County School District, and a principal. She attributes her most fruitful and best years of learning to the work that she did as an administrator at CEG as a founding administrator at Lester Prep. Meagan's zeal for learning, coaching, and celebrating student growth is embedded into the fabric of the Memphis community. "My deepest desire is for each school that I work with to be a brand," Meagan says, "and I want our brand to be synonymous with high-quality instruction, servant leadership, and commitment to leading the community. When our students go to college, I want them to stand out from the crowd, and lead the pack with courage, respect, and resilience. Most importantly, I want our students to be living proof that equitable education produces dynamic results."

Curtis Weathers, Proposed Board Member: Curtis Weathers is a native Memphian from South Memphis. He is an experienced leader having served in multiple school leadership roles such as a School Principal and School Director. He has skills in leadership development, strategic planning and Public Speaking. He earned a Master's degree in Curriculum and Instruction from Union University. He currently is the founder and director of The Brotherhood, a non-profit organization that focuses on increasing resources and attention on the role of men in our community and the importance of fatherhood.

Scarlet Crain, Proposed Board Member: Scarlet Crain is the Manager of School Based Therapy for Lebonheur Hospital. As a certified language and speech-pathologist, she understands the interrelationships of student literacy achievement with the language processes of listening, speaking, reading and writing. After working as a Speech Pathologist with adults at the Inova Mount Vernon Hospital in Alexandria, Virginia, she recognized the impact early intervention can have on patients. As a result, she transitioned to becoming a school based speech pathologist, and has spent over twenty years working with students across grades K-12. She is fluent in Spanish and believes that Empower Memphis is the steppingstone for students to dream about their future.

Liz Wafula, Proposed Board Member: Liz Wafula is an immigrant from Kenya, that has made Memphis, TN her home for over 20 years. With roots in both Orange Mound and South Memphis communities and a high school graduate from legacy Memphis Schools, she recognizes the importance of career development at an early age. She pursued her desire to become an attorney due to an internship that she experienced with a member of her church during her summers in high school. She later obtained her Doctor of Law (JD) from Northern Kentucky University and since then has worked with several local law firms in Memphis. Currently she is the owner and practicing attorney of Law Office of E.M. Wafula. She is fluent in French and Swahili. She is an active member of the Association of Mother Immigration Attorneys (AMIGA), the Federal Bar Association, and the American Immigration Lawyers Association (AILA).

QUALIFICATIONS PROFILE

Visionary leader with a keen understanding of business priorities and demonstrated expertise in rapidly advancing business goals into revenue-producing activities. Effective at collaborating with all levels of individuals to ensure the delivery of a customer centric environment. Versatile, hands-on leader, and collaborator; with strong organizational, analytical, and strategic management expertise. Recognized for in-depth knowledge of core business operations, regulatory compliance, problem resolution, and process improvement. Proficient with JD Edwards, PeopleSoft, Microsoft Office Suite (Excel and Word), Microsoft Access, and internal Sales Forecasting Systems.

PROFESSIONAL EXPERIENCE

FINANCE MANAGER – GLOBAL WORKPLACE SOLUTIONS
CBRE, Memphis, TN *1/2022 – Present*

- Responsible for the successful delivery of financial reporting for new/existing clients within forecasted budget from an HR Staffing reporting, along with providing Travel & Entertainment/Expense Reporting trainings sessions
- Ownership of the client relationship, manage transition budgets, establish the implementation plan, and serves as the finance subject matter expert supporting the execution of the agreed project plan

SENIOR MANAGER, FINANCIAL OPERATIONS – VALUATIONS & ADVISORY SERVICES
CBRE, Memphis, TN *12/2020 – 12/2021*

- Responsible for the operational leadership across the functional areas of Valuation & Advisory Services (VAS), including technology, risk management, communications, and reporting functions for the VAS line of business
- Effectively manage monthly and quarterly accounts receivable outstanding balance of $45MM by staying within the allocated financial budget, along with reducing the quarterly write-offs by 15%
- Selected participant of CBRE's 2020 Finance Focus Forum mentorship program with emphasis on utilizing the GROW model to acquire knowledge centered around the core deliverables within our Global Finance Group

SENIOR MANAGER, FINANCIAL OPERATIONS – GLOBAL WORKPLACE SOLUTIONS
CBRE, Memphis, TN *10/2017 – 12/2020*

- Strategically leads the financials of our high priority service providers to ensure accurate and timely completion of financial reporting, as well as implements policies and procedures that support internal contract deliverables
- Develops and analyzes Key Performance Indicators (KPI) for financial operations to ensure team metrics are being achieved along with providing reports to senior leadership on the effectiveness of the metrics and provides recommendations for process improvements
- Provides financial support to Accounting Controller, Finance, & Sourcing Executives responsible for managing over 4,500 locations and an expense budget of $140MM by accurately reporting monthly financials

FINANCIAL CENTER MANAGER, AVP
Bank of America, Memphis, TN *4/2012–10/2017*

- Proactively exercised administrative and managerial control over all activities within my assigned team, and demonstrated leadership in executing the company's strategy, core values, and federal regulation through a visible, participative, direct, and involved management style
- Nominated by an Executive panel to participate in a Bank of America Leadership Development Program, with emphasis on Project Management, Process Improvement, and Market Sales Forecasting
- Lead the bank's financial operations, responsible for the performance of 45 million in deposit assets and increased annual sales' revenues by 10% year over year by analyzing market sales' reports and accurately forecasting activity

BRANCH SALES MANAGER, AVP
SunTrust Bank, Memphis, TN *10/2010 – 4/2012*

- Effectively managed and coached business development efforts for consumer, small business, and commercial banking clients & maintained a strong sales team by focusing on associate development
- Managed a strong sales' team, focused on increasing consumer, small business, and commercial banking clients, which attributed to 15% increase in net profitable growth

EDUCATION

BACHELOR OF SCIENCE IN FINANCE
ARKANSAS STATE UNIVERSITY, JONESBORO, AR

SCARLET K. CRAIN, M.A., CCC-SLP

Scarlet.Crain@LeBonheur.org
Pimpernel66@gmail.com

EDUCATION

George Washington University, Washington, D.C. M.A. in Speech-Language Pathology, May 1999.

University of Virginia, Charlottesville, VA. B.A. in French. Graduated with distinction. May 1990.

***Academic Honors*:** Echols Scholar, Intermediate Honors, Dean's List, Golden Key Honor Society, Phi Sigma Iota.

CERTIFICATION AND LICENSURE

Certificate of Clinical Competence, American Speech and Language Association
Speech-Language Pathology License, State of Tennessee Department of Health-Related Boards
Professional School Service Personnel License, State of Tennessee Department of Education

CLINICAL EXPERIENCE

Le Bonheur Children's Hospital, Memphis, TN, *Manager of School-based Therapy*

Plan, administer and direct operations of school-based therapy rehabilitation program including physical, occupational and speech-language therapies. Conduct timely and constructive leader performance evaluations, handle interviewing, hiring, orientation, discipline and termination of staff, collaborate with other rehabilitation and hospital leaders to develop short- and long-range plans and goals aimed at providing quality care that answers need of the community, develop and oversee yearly budgets and effective controls on expenditures, coordinate with director of operations to simplify and optimize medical insurance billing process. *October 2012 to present*

Memphis City Schools, Memphis, TN, *Speech-Language Pathologist/Preschool Diagnostician*

Member of a preschool/private school evaluation team consisting of speech-language pathologist, preschool teacher, school pyschologist, occupational therapist, physical therapist, and nurse. Responsible for 50 – 75 preschool and private school cases referred by parents, physicians, private schools, TEIS and other outside agencies for assessment. Conducted various meetings including transition, informing conference, eligibility, reevaluation and IEP. Presented educational seminars to parents, preschool teachers, and outside agencies regarding special education process, response to intervention and effective strategies for speech and language development in the home or school setting. Supervised CFY candidates, speech-language screeners and translation services for evaluations and meetings. *August 2008 to October 2012*

Healthsouth Rehabilitation Hospital, Memphis, TN, *PRN Speech-Language Pathologist*

Evaluate and treat patients in a rehabilitation hospital setting. Caseload consists primarily of patients with dysphagia and cognitive-communication deficits associated with motor vehicle accidents, stroke, decline in metabolic and mental status changes associated with chronic or degenerative diseases (i.e., cancer, diabetes, etc.), Parkinsonism, and traumatic brain injury. Responsible for daily paperwork including, writing reports, establishing POC, FIMS, and charge sheet. **Supervise therapy technicians for transport and assistance in group therapy or rehabilitation dining settings.** *August 2011 to Present*

Rehab @ Your Place, Memphis, TN, *Speech-Language Pathologist*

Contracted position with local home healthcare and early intervention agencies. Responsible for initial evaluations and Plans of Care (POCs), educating family members and caregivers, providing therapy, modifying POCs as needed, writing reports and daily notes, coordinating POCs through physicians, TEIS, therapists and caregivers.
September 2006 to August 2011

Maxim Healthcare Services, Memphis, TN, *Speech-Language Pathologist*
Contracted position with Memphis City Schools. Managed 70+ caseload in multicultural, urban, lower socio-economic setting. Responsibilities included evaluating students, providing intervention/remediation, consulting with staff and family members, co-teaching, preparing and conducting IEP and IEP reevaluation meetings, writing reports, progress summaries and classroom intervention strategies. **Supervised newly hired speech-language pathologists during their first year.** *August 2006 to August 2008*

Fairfax County Public Schools, Alexandria, VA, *Speech-Language Pathologist*
Managed 60+ caseload in multicultural and lower socio-economic urban setting. Responsibilities included evaluating students, providing intervention/remediation, consulting with staff and family members, co-teaching, chairing Child Study and Local Screening committees, conducting IEP and IEP reevaluation meetings, writing evaluation and reevaluation reports and IEPs, completing monthly and yearly Medicaid paperwork, presenting educational and informational seminars to school/county staff.
February 2001 to June 2005

Inova Mount Vernon Hospital, Alexandria, VA, *PRN Speech-Language Pathologist*
Duties included evaluation, treatment and management of adult caseload in a hospital setting which consisted of acute, rehabilitation, bridge and outpatient programs. Managed caseload comprised of patients
with dysphagia, voice, speech, language and cognitive-communication disorders associated with traumatic
brain injury, stroke, neurogenic diseases, tumors and neuropathy. *May 2001 to June 2005*

University of Texas Medical Branch, Galveston, TX, *Clinical Fellow*
Extensive experience with the evaluation, treatment, and management of adult and pediatric acute, acute rehab, and outpatient caseload including patients with dysphagia, voice, speech, language, and cognitive communication disorders associated with traumatic brain injury, stroke, anoxic brain injury, neurogenic diseases, and tumors.
June 1999 to June 2000

The National Institutes of Health, Bethesda, MD, *Speech-Language Pathology Intern*
Participated in collaborative research protocol involving evaluation and treatment of a variety of disorders diseases and syndromes including stroke, epilepsy, brain tumor, corticobasal degeneration, primary progressive aphasia, progressive supranuclear palsy, Stickler's syndrome, Smith-Magenis syndrome, Gaucher's disease, Niemann-Pick disease and hear/neck cancer. Assessed and treated adults and children, both protocol and non-pro-protocol. Diagnostic batteries included one or more of the following: standardized language tests, oral mechanism exam, voice and speech analysis using the Computerized Speech Lab (CSL), ultrasound of the oropharynx, and modified barium swallow.
January 1999 to May 1999.

Fairfax County: Crossfield Elementary School, Burke, VA, *Speech-Language Pathology Intern*

Evaluated and treated children ages 4-12, completed IEP-style evaluation reports, conducted individual and group therapy in variety of settings including classroom, maintained appropriate documentation and progress notes, and worked in close conjunction with other team members involved in combined services model. Caseload averaged 60-70 children with a variety of speech, language and behavioral disorders and delays.
September 1998 to December 1998.

Woodbine Rehabilitation and Healthcare Center, Alexandria, VA, *Speech-Language PathologyLP Intern*
Subacute care experience with diagnosis of dysphagia in adult cases via videofluorscopic and clinical bedside evaluation, assessments and treatment of adults with language, voice, speech and swallowing disorders resulting from stroke, neurogenic disease, and/or traumatic brain injury, assessment and treatment of impairments in airflow of upper airway via cuff deflation and placement of PMSV. *May 1998 to August 1998*.

PROFESSIONAL ORGANIZATIONS

American Speech and Hearing Association, Member
Tennessee Association of Audiology and Speech Language Pathology, Member
Delta Kappa Gamma, Member

RELATED EXPERIENCE

- Proficient in both Spanish and French
- Trained in Vital Stim Therapy, Beckman Oral Motor Therapy and Deep Pharyngeal Neuromuscular Stimulation
- Graduate Teaching Assistant in the Department of Speech and Hearing at George Washington University
- President of National Student Speech-Language Hearing Association, George Washington University Chapter

REFERENCES

Available upon request.

Meagan A. Tate

Email: meagantate16@gmail.com

Summary

Analytical leader with a strong commitment to training and professional development of staff. Data-driven and results-centered professional with 17 years of experience in improving overall performance and policies for organizations in the area of instruction, training, staff & student culture, and classroom management.

Professional Skills

Designing/Creating organizational policy, models, and procedures
Training, developing, and hiring staff
Conducting professional development workshops
Public speaking
Employing quantitative & qualitative data to make decisions
Detailed-oriented with outstanding organizational practices
Exemplary written and verbal communication skills
Proficient in using Microsoft Office Tools & Google Drive functions.

Professional Experience & Results

Principal - Lester Prep **[July 2022 - present]**
Capstone Education Group
Memphis, TN
Establishes the school-wide vision by equipping leaders and teaching staff to implement rigorous academic and behavioral management structures to promote high academic achievement. Engages parents, students, and community stakeholders in the mission of Capstone Education Group by creating programming geared towards student career exploration, financial literacy, the Lester Prep 360 Program, and TN-standards aligned courses that prepare students for mastery on state assessments.

- Created strategic plans and accompanying observation and feedback cycles in order for staff to achieve a "highly effective" status on the teacher evaluation rubric.
- Led professional development based on the goals outlined in the strategic plan.
- Spearheaded the Lester Prep 360 Program which fosters students' talents and presentation skills through student participation in the visual & performing arts, entrepreneurship, communication, foreign language acquisition, and social-emotional development.
- Managed the school budget and provided the annual priorities for school expenses.

Results

- Network-wide interim assessment data improved by over 10% from the prior year to this year in quarter 1.

- Suspension rates decreased from 33% to less than 5% from the prior year to this year.
- Raised over $3500 to support an incentive to promote a commitment to regular, daily attendance.

Chief Culture Officer **[2020-2022]**
Capstone Education Group
Memphis, TN
Equipped Deans of Culture and school principals with tools to promote powerful student culture using SEL (Social Emotional Learning), PBIS (Positive Behavior Interventions and Supports), character education (Character Strong and Sanford Harmony curriculum), and Trauma-Informed Classroom Practices.
Ensured that leaders and teaching staff implement the Capstone Education Group Blueprint manual with fidelity and consistency and provide feedback on areas of strength and growth.

- Co-wrote a Hybrid Learning Blueprint Manual that outlined routines, procedures, PBIS Tier 1 school-wide expectations, and common strategies for creating powerful school culture using a virtual platform.
- Led professional development for staff on the implementation of virtual school-wide classroom management & engagement strategies, character education, trauma-informed classroom practice, and promoting anti-racism in education.
- Evaluated all the Deans of Culture within the network.
- Equipped Deans of Culture and principals to facilitate effective observation and feedback cycles to increase teacher performance.
- Developed the network-wide system and training for RTI (Response to Intervention) for behavior.
- Analyzed network-wide behavior data to create action plans based on quarterly trends.
- Co-wrote portions of an application submitted to the state to obtain approval for the addition of a 4th school to the CEG network.

Results

- Over 60% of teachers at CEG (Capstone Education Group) scored “effective” or “highly effective” on the CEG teacher evaluation rubric in the domain of *Powerful Student Culture.*
- The suspension and expulsion rates throughout the network decreased by over 50% from the 2019-20 to the 2020-21 school year due to the emphasis on RTI and differentiated behavior support.
- Based on the charter application submitted during the 2019-20 school year, and the interview panels conducted by chief staff in the network, CEG was awarded with its 4th school due to its legacy of outstanding achievement in the Achievement School District.

Instructional Support Advisor [2019-2020]
Shelby County School District, Zone 5
Memphis, TN
Equipped leadership teams from 12 schools throughout Shelby County to utilize the Expeditionary Learning English Language Arts curriculum. Ensured that schools used the curriculum to help close the reading gaps experienced by students.

- Led district-wide professional development to enhance various stakeholders' ability to teach and customize the curriculum to increase reading proficiency for students.
- Designed a district-wide pacing guide for teaching targeted lessons within the EL curriculum.
- Led planning meetings with teachers and leaders to help them teach the EL curriculum with fidelity, and to scaffold for struggling learners.
- Conducted network-wide observation and feedback cycles using the Instructional Practice Guide to ensure that instruction was targeted towards the instructional goals of Common Core, and develop teacher practice.

Results

- Due to the support provided to middle schools in Zone 5, benchmark assessment scores throughout the network increased by over 10%.
- Almost 50% of the teachers within my zone received ratings of "3" or "4" on the Instructional Practice Guide tool.
- 10/12 schools in Zone 5 utilized the pacing guide created to ensure that key content was covered within the allotted cycle.

Director of Curriculum & Instruction [2015-2018]
Capstone Education Group (Lester Prep)
Memphis, TN
Promoted to Director of Curriculum & Instruction with the charge of turning around one of the lowest performing schools in the state of Tennessee by increasing performance on state and national assessments. Responsible for creating, measuring, and evaluating an academic model that would be used not only for urban schools in the charter management organization, but potentially the entire district---proving that all students can succeed and experience rapid academic growth. Managed a staff of 22 shared staff members and provided training, evaluation, and individual growth plans for each teacher.

- Designed curriculum aligned to the state standards for six subject areas for 6th – 8th grade instruction.
- Led a series of 40 training workshops over the course of the year that were aligned to each staff members' individual and group professional growth plan.
- Co-wrote the organization's Instructional Blueprint Manual that outlined the instructional design and schedule, which was utilized by all teachers in the subjects of English and Social Studies.
- Conducted in-class coaching and support that allowed staff to implement immediate feedback to support students.
- Reviewed and provided weekly feedback on lesson plans to ensure that each lesson and 'in-house' assessment had the appropriate rigor, scaffolds to meet the needs of all ability levels, and alignment to state standards.
- Evaluated staff members on a weekly basis based on the organization's evaluation rubric.

- Hired and interviewed staff to ensure they were "mission-minded" and supportive of the organization's goals.
- Analyzed data in order to determine the department's next steps for student improvement.
- Organized all logistics pertaining to state and national testing procedures for the school.

Results

- *o* Lester Prep received recognition from the state and from the Achievement School District for being the only school in the district with a Level 5 TVAAS Score in all subjects for the 2016-17 school year. [*Level 5 is the highest performance rating that a school in the state of Tennessee can receive based on the rapid growth in scores exhibited by students on the state assessment.]*
- o In the 2014-15 and 2015-16 school year, Lester Prep received recognition for *doubling* typical yearly academic growth by making 2 years of growth in just 8 months on the NWEA MAP testing platform. It was the highest growth made by any school in the entire Achievement School District.
- o In the 2016-17 school year, Lester Prep was removed from the priority list of failing schools due to the academic performance from 2014-2017.
- *o* 70% of Lester Prep's staff received a Level 5 teacher rating based on TVAAS, and 30% of teachers received a Level 3 teacher rating. *[This rating reflects a scale provided by the state of Tennessee for the amount of growth/impact made by teachers in a specific subject and grade level on state assessments. The rating is from 1-5 --- with 5 being the highest rating possible]*

Director of School Culture **[2013-2015]**
Capstone Education Group (Lester Prep)
Memphis, TN

Promoted to be a founding administrator for a new, urban charter school. Responsible for creating and writing the Culture Blueprint Manual that outlined: research-based practices, behavior management and support systems, interventions for students at different tiers of development, emergency plans, and protocols for staff members regarding classroom management. Because of the success of the manual in the middle school, the blueprint was adopted by all schools in the Capstone Education Group charter management organization by the 2017-18 school year.

- Designed the organization-wide manual for expectations and procedures using a research-based model for Positive Behavior Intervention and Supports (PBIS) system --- CEG Culture Blueprint Manual.
- Created a staff evaluation rubric that was aligned to the required practices and procedures outlined in the Culture Blueprint Manual.
- Evaluated staff performance based on their implementation of professional practice.
- Created group and individual behavior intervention plans for Tier 2 and Tier 3 students.
- Organized all school-wide incentive programs and celebrations to promote behavioral and academic success.
- Led a total of 30 professional development workshops over the course of the year to ensure supportive classroom environments for teachers.
- Recruited the founding students of 2014-15 by leading presentations at other schools to recruit rising 6th graders; assisted with the design of school paraphernalia, and planning community events to reach prospective parents and students.

- Co-led parent workshops to foster support for the rigorous academic and structured behavior program at Lester Prep.
- Built relationships with key stakeholders in the community and supporting school partners and businesses [i.e. Peer Power, Communities in Schools (CIS)]

Results

- *o* Due to the implementation of the school-wide system, Lester Prep was able to retain 97% of students over the course of the year.
- *o* Biannual results of a parent survey issued by the Achievement School District revealed that 90% of parents gave Lester Prep an overall level 5 satisfaction rating based on the academic and behavior program. *[The rating scale ranged from 1-5 --- with 5 being the highest score]*
- *o* 2014-15 leadership yielded an 83% staff retention rate.

Dean of High School Students [2011-2013]
The Soulsville Charter School
Memphis, TN
Promoted to be the first Dean of High School Students for a new high school consisting of over 250 students and 30+ staff members. Responsible for leading the school in the creation of a teacher tool guide and support rubrics that would assess staff on effective practice.

- Applied research and utilized data to create interventions that would resolve issues within the school.
- Trained staff on how to build strong classroom cultures and develop student interventions.
- Conducted classroom observations in order to provide feedback and track teachers' progress.
- Led quarterly workshops that addressed the instructional and training needs of staff. This also included workshops on conflict resolution in the workplace.
- Interviewed potential staff members.
- Acted as a liaison between faculty and parents to create cooperative relationships that supported student success.

Results

- o In 2012, 100% of the graduating senior class was accepted into either a 2 or 4 year college program, and received millions of dollars in scholarship.
- o In 2013, *again* 100% of the graduating senior class was accepted into either a 2 or 4 year college program, and received millions of dollars in scholarship money.
- o Spearheaded a summer student growth program by building relationships with key stakeholders, who offered students summer internships that would expand their professional/educational resumes and real-world job experience.

Middle & High School Teacher [2007-2011]
The Soulsville Charter School
Memphis, TN
Created a curriculum that supported state standards and that would increase student performance on the state assessment. Differentiated classroom management and instructional approaches based on the need of each individual student. Mentored new teachers.

- Created a TN state-aligned Social Studies curriculum that included detailed lessons and creative assessments.
- Advised new teachers on disciplinary strategies and teaching methods as a mentor through The Soulsville Charter School Mentoring Program.
- Developed curriculum for TSCS High Positive Young Men and Women's advisory groups.

Results

- On the state assessment in 2007-2008, scores on the TCAP exceeded the state average for 7th and 8th grade Social Studies.
- Developed the curriculum for The Soulsville Charter School Positive Young Men and Women's advisory groups *[These groups promoted healthy social and emotional behaviors that could translate across school and home for middle school students]*

Education

Christian Brothers University – Memphis, TN

- Master of Science in Educational Leadership (December 2011)
- Bachelor of Arts in History with a minor in Education (May 2006, ***summa cum laude***)
  - Received an award at graduation for "Outstanding History Student of the Year" --- *this was provided to the student with the highest GPA in the department.*
  - Received Professional TN Licensure in History 7-12 and Geography 7-12. - License # **000233214**
  - Received Instructional Leadership Licensure [Professional Administrator PreK-12] – License # **000233214**

**References available upon request*

Date Prepared: October 2022

Eric Bailey II, EdD, MBA

(708) 250-3949 · bailey1386@gmail.com · www.linkedin.com/in/ericbailey2 · he, him, his

EDUCATION

University of Memphis; Memphis, TN
Doctor of Education, EdD (2017)
Bachelor of Liberal Studies (2008)

Keller Graduate School of Management; Oak Brook, IL
Master of Business Administration, MBA (2010)

EXPERIENCE

University of Memphis; Memphis, TN

Assistant Vice President – *Division of Student Success*	December 2021 – present
Assistant Dean for Nursing Students – *Loewenberg College of Nursing*	Aug. 2017 – Mar. 2021
Senior Coordinator/Assistant Director – *Office of Multicultural Affairs*	May 2015 – Aug. 2017
Career Advisor – *Career Services*	Sept. 2013 – May 2015

University of Tennessee Health Science Center; Memphis, TN

Director of Equity, Diversity & Inclusion – *College of Pharmacy*	Apr. 2021 – Dec. 2021
Assistant Professor – *Clinical Pharmacy and Translational Science*	Apr. 2021 – Dec. 2021

University of Phoenix; Memphis, TN

Academic Counselor – *Student Services*	Nov. 2012 – Sept. 2013

Victory University; Memphis, TN

Senior Enrollment Advisor – *Admissions/Athletics*	Apr. 2011 – June 2012

ADDITIONAL EXPERIENCE

University of Memphis; Memphis, TN

Affiliate Faculty Member (Part-Time) – *College of Education*	Jan. 2018 – present
Athletic Academic Mentor (Part-Time) – *Athletic Academic Advising*	Aug. 2012 – Dec. 2013

Arkansas State University; Jonesboro, AR

Dissertation Mentor (Part-Time) – *College of Education*	June 2021 – Aug. 2022

LeMoyne-Owen College; Memphis, TN

Life Skills Coordinator (Part-Time) – *Athletics*	Aug. 2014 – May 2015

SELECT PRESENTATONS

Bailey, E. II., & Hall, L. G. (2022). Check your pulse: Creating safe spaces for the LGBTQ campus community. *TBR's 2022 We All Rise Conference.* Murfreesboro, TN.

Bailey, E. II. (2020). STRONG-RNs (Supporting the retention of next generation registered nurses). *American Association of Colleges of Nursing's Diversity Symposium*. Washington, DC.

Williams, K., **Bailey, E., II.**, & Vaughn-Jones, E. (2018). Wakanda: Cultivating a space for Black higher education professionals. *SACSA 2018 Annual Conference*. Myrtle Beach, SC.

Barkoh, K., & **Bailey, E. II**. (2018). Black voices matter: Strategies to pioneer change on college campuses. *Southwestern Black Student Leadership Conference (SBSLC) 2018*. College Station, TX.

Cain, T., **Bailey, E., II.**, Doctor, A., & Johnson, M. (2017). New professional to mid-manager: Embracing change and new directions. *SACSA w/NASPA Region III Annual Conference*. Chattanooga, TN.

Barkoh, K. & **Bailey**, **E**., **II**, (2015). Time, money, work: Managing students' perception of involvement. *National Association of Student Personnel Administrators (NASPA) 2015 Annual Conference*. New Orleans, LA.

PUBLICATIONS

Bailey, **E**., **II** (2021). Where do we go from here. *University of Tennessee Health Science Center Diversity Matters,* May-June 2021, p. 3.

Bailey, **E**., **II**, & Fuller, R. (2019). Artifacts and the Academic Motivation of African American Male Athletes. *Journal of Higher Education Athletics & Innovation (1)*, 5, 1-14.

GRANTS

Hamilton, L., Owens-Jones, K., Shelton, C., Havrda, D., **Bailey**, **E**., **II**. (2021). Increasing diversity in residencies and fellowships in pharmacy. *UTHSC Office of Equity & Diversity*. Funding $3,000.

Bailey, **E**., **II** (2020). Supporting the retention of next generation registered nurses (STRONG-RNs). *Health Resources and Services Administration (HRSA)*. Funded $3.24 million.

Rose-Henderson, A., Woemmel, C., **Bailey**, **E**., **II**. (2014). Supporting First Generation Students' Career Development. *Suder Foundation*. Funded $33,000 grant award.

SELECT HONORS & AWARDS

- Mid-Manager's Institute (Atlanta, GA) • SACSA & NASPA • 2017
- 1st Generation PhD Fellowship recipient • University of Memphis • 2013-2017
- Advisor of the Year • The NAACP Chapter at the University of Memphis • 2016
- New Professional's Institute (Huntsville, AL) • SACSA & NASPA • 2014

CERTIFICATES

University of South Florida; Tampa, FL
Diversity, Equity & Inclusion in the Workplace Certificate (2021)

Cornell University; Ithaca, NY
Diversity & Inclusion Certificate (2020)

PROFESSIONAL AFFILIATIONS

- National Association of Student Personnel Administrators (NASPA) • 2014 – present
- Southern Association for College Student Affairs (SACSA) • 2014 – present
- American Association of Colleges of Nursing • 2018-2021

SKILLS & TRAINING

- **Computer** • Advanced PC/Windows Operating System
- **Software** • Microsoft Office Certified Specialist; proficient with CollegiateLink, Banner, Navigate-EAB Campus, DegreeWorks, SAS Analytics, NACElink, Microsoft Teams, Zoom
- **Research Software** • Proficient with SPSS, Dedoose, Qualtrics, SurveyMonkey, & Google Docs/Forms

Marian I Kelley

marianikelley13@gmail.com

To effectively propel educational processes and practices through research, leadership, and technology.

Education

Doctor of Education: Educational Leadership — **May 2019**
Instructional Leadership & Administration P-12 — **Germantown, Tennessee**
Union University

Education Specialist: Educational Leadership — **May 2015**
Instructional Leadership & Administration — **Germantown, Tennessee**
Union University

Master of Arts in Teaching: Instruction and Curriculum — **March 2013**
Strayer University — **Memphis, Tennessee**

Bachelor of Science in Education: Elementary and Special Education — **December 2009**
The University of Memphis — **Memphis, Tennessee**

SPECIAL TRAINING & CERTIFICATION

- Arkansas and Tennessee Teaching Certificate
  - K-6 (All Core Subjects)
  - Modified Sped K-12
  - PK-12 Gifted
- Tennessee Department of Education Highly Qualified Status
- PK-12 Administrator Certified
- Nonviolent Crisis Prevention Certified
- Response to Intervention and Instruction
- Collaborative Problem Solving
- Service Learning
- Soprias Learning
- Stanford Math
- EasyIEP
- EPlan (IDEA part B and 619)

PROFESSIONAL ORGANIZATIONS

- Council for Exceptional Children
- National Education Association
- Kappa Delta Pi International Honor Society for Educators

RESEARCH EXPERIENCE

- Thomas R. Rosebrough Center for Educational Practice, Union University.
  Research Advisor: Teri Evans, Ed.D.
  Doctoral Research — **Germantown, TN (2015-2019)**

  An investigation on the impact of computer-assisted interventions on academic gain scores in reading comprehension.

  An analysis of pretest and posttest scores with varied levels of computer-assisted intervention implementation

PROFESSIONAL EXPERIENCE

- Memphis-Shelby County Schools Special Education Charter School Advisor
- Summer School Principal
- Extended Learning Opportunity Coordinator
- Middle School Gifted Coordinator
- Lead Interventionist
- Special Education Teacher for Elementary/Middle School Reading and Math (Inclusion)
- Positive Behavior Intervention Support Team Member
- Elementary School Parental Involvement Coordinator
- Response to Intervention and Instruction Team Member
- Administrative Leadership Team Member
- Professional Development Coordinator
- District Learning Day Facilitator
- New Teacher Training Facilitator
- Tennessee School Improvement Planning Team Member
- District Trainer
- Special Education Director
- Preschool Director
- District Parent Advisory Coordinator
- TEAM Evaluator 13-14
- High School Special Education Teacher (Self-Contained)
- Early Childhood Teacher
- Teacher Mentor

ACCOMPLISHMENTS

- Obtained 100,000 in grant funding for the 2021-22 school year from Tennessee Department of Education
- Led Gifted students to state Destination Imagination tournament earning 2nd place 2020-21 school year
- Led Gifted students to state Destination Imagination tournament after placing in regionals 2017-18, 2018-19 school year
- Led Gifted students in VEX Robotics tournament in Nashville, TN and received Judges Award 2017-18
- Donor's Choice Recipient 2014
- The University of Memphis Kappa Delta Pi International Honor Society
- Union University Kappa Delta Pi International Honor Society

PRESENTATIONS

- Middle Tennessee State University Research Conference: Literacy Studies. (2019). "The Impact of Computer-Assisted Interventions on Academic Gain Scores in Reading Comprehension".
- Gestalt Community Schools. (2015-2019). "Implementing Accommodations and Modifications Appropriately".
- Gestalt Community Schools. (2015-2019). "The Role of the General Education Teacher in an IEP Meeting".
- Gestalt Community Schools. (2015-2019). "Co-Teaching: A relationship".
- Teach for America. (2016) "Response to Intervention"
- Teach for America. (2015). "Inclusive Strategies that Promote Success".
- Teach for America. (2015). "Differentiated Instruction".
- Memphis City Schools. (2012). "Roles and Responsibilities of a Special Education Teacher".

SUSAN HIPNER

susanhipner@gmail.com

Education

RHODES COLLEGE Memphis, TN
Bachelor of Arts, Business Administration. GPA 3.9 **May 2008**

CHRISTIAN BROTHERS UNIVERSITY Memphis, TN
Master of Arts in Teaching, Elementary Education. GPA 4.0 **December 2010**

Experience

Read to Be Ready Literacy Program **Memphis, TN**
Founder of Program at Capstone Education Group and Program Auditor **January 2018 – July 2019**

- Created hiring plan and created daily instructional plans for summer literacy program
- Created and implemented program budget as per grant criteria
- Established daily systems (arrival, dismissal, field trips, meals, and family engagement)
- Audited literacy programs throughout Southwest Tennessee to evaluate grant compliance and ensure students receive high quality literacy instruction

Capstone Education Group **Memphis, TN**
RTI Coordinator and Instructor for Gifted Learners **August 2017 – July 2021**

- Created a gifted education curriculum and protocol for a network of three schools serving students in Kindergarten through 8th grade
- Lead professional development and coach teachers with Reading Mastery intervention program
- Conduct observations and perform fidelity checks of reading interventions across elementary campuses as part of Response to Intervention Program

Memphis College Preparatory Elementary School **Memphis, TN**
Founding Teacher, Student Support Coordinator, Instructional Coach **August 2010 – July 2017**

- Created curriculum across multiple content areas including Literacy, Mathematics, and Science
- Led staff professional development sessions on a variety of topics including literacy instruction, checking for understanding, and data-driven instruction
- Created and implemented effective lessons in phonics, reading comprehension, vocabulary instruction, mathematics, and social studies at a high-performing urban charter school
- Students achieved 90th percentile on nationally normed assessment and averaged 1.5 years of reading growth

Leadership & Activities

Building Excellent Schools **Boston, MA**
LENS Leadership Program **2014 – 2015**

- Participated in year-long training as preparation to take on a leadership role within a charter school
- Hosted cohort of 20 colleagues from schools across the nation to convene and study best practices of a high performing charter school

Night to Shine Ministry **Memphis, TN**
Volunteer **2019**

- Assisted with the planning and hosting of prom event for teenagers and young adults with special need as part of the national Night to Shine annual event

Vehicle for Veterans **Memphis, TN**
Supported and Donor **2021**

- Served as fundraiser and contributor in support of programs supporting disabled veterans

Timothy L. Rollins
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SUMMARY

A proven commercial real estate leader with the ability to coordinate and motivate a diverse team to meet aggressive deadlines and deliver high quality results. Aided Fortune 500 companies, the U.S. Army, and small businesses on over $500 million in commercial real estate analysis, acquisitions, management and construction projects.

EXPERIENCE

CUSHMAN WAKEFIELD | COMMERCIAL ADVISORS, Memphis, TN
Director of Strategic Initiatives
December 2019 to Present

Perform strategic advisory services and project facilitation for internal and external leaders.

- Implemented a system of strategic processes focused on goal setting, planning and accountability for the company and its internal teams. Under these processes, the company exceeded its three- year goals for revenue and organizational growth.
- Developed creative financial solutions to organizational challenges including working through personal and structural complexities to establish an equity succession model for company leadership.
- Acted as consulting lead on over $100 million in proposed projects performing or facilitating proforma development, incentive applications, brokerage, property management and owner representation services.

IRONHIDE INDUSTRIES, Memphis, TN
Managing Director
December 2016 to December 2019

After being recruited by Surterra Wellness to act as an independent contractor completing the transition from start-up to steady state real estate department continued to help new clients in a wide range of real estate needs.

- Developed strategic business and urban growth plans, annual budgets and proformas for diverse clients totaling over $25 million in operational expenditures
- Built a team to directly acquire 9 sites in 75 days and participated in the acquisition of an additional 8 sites in 2017.
- Led the design of $20 million in projects and oversaw the construction of 12 sites totaling over 350,000sf of retail, medical and agricultural space.
- Led the redesign of an existing retail model for a 70% savings on gross hard costs, a 30% savings per square foot, and 20% reduction in development time.
- Managed corporate real estate RFP processes for all services including facility maintenance, lease administration, retail construction management, store design and acquisitions.

SURTERRA WELLNESS, Atlanta, GA

Vice President of Real Estate
April 2015 to November 2016

Billion-dollar national health and wellness boutique specializing in therapeutic cannabis products

- Established the real estate department to include recruiting a 2-person internal team and 15 consultants
- Managed 8 facilities in 3 states, designed $21 million in projects and oversaw the construction of $3 million in agricultural, medical and retail spaces.
- Used lobbyists, face to face meetings and public forums to develop government relations with 26 municipalities for zoning approvals across the state
- In 12 months, overcame intense barriers to entry to acquire 4 retail sites and take the first 2,400sf $700,000 store through concept, design, and construction as part of a planned 18 store rollout featured in NEWSWEEK Magazine.

RIALTO CAPITAL MANAGEMENT, Atlanta, GA
Sr. Real Estate Analyst
February 2013 to March 2015

Subsidiary of Lennar, a Fortune 500 company, specializing in real estate investment, management, development and finance.

- Directly managed $20 million in retail, industrial and land assets.
- Assisted in the management of $200 million of real property in the Southeast Region. • Personally, underwrote over $150 million in commercial and residential assets.
- Assisted in the acquisition, renovation and disposition of major hospitality and office buildings in the Atlanta area including the $90 million disposition of Colony Square in Midtown.

UNITED STATES ARMY, Kabul, Afghanistan
Captain in Engineer Regiment
June 2009 to June 2013

- In conjunction with the University of Georgia and private partners, designed and helped initiate a multimillion-dollar economic development program for the city of Kabul.
- Directly managed a 5-man team and over $35 million in construction throughout the Kabul area positively impacting the lives of almost 75,000 people.
- Coordinated 60 people in the first proper closure of a U.S. base in Afghanistan.
- Tabbed U.S. Army Sapper (engineer equivalent to U.S. Army Rangers). On average, of the 40 applicants that start a class only 16 tab.

EDUCATION & DESIGNATIONS

Masters in Accounting, Western International University (2015)
BBA in Real Estate, Georgia State University, Robinson College of Business (2009)

Summary

Multi-lingual & well-connected Attorney in International communities, with ample Immigration, business acumen, and case management experience—interested in a position with Memphis City Schools

Immigration Experience

Law Office of E.M. Wafula, PLLC | Memphis, TN
Owner/Attorney, January 2015—Present
Run immigration practice by—implementing client centered administrative procedures, constantly improving the client experience, increasing revenue, researching & analyzing case law & statutes, preparing & filing various employment based (including H-2Bs) & family based petitions (including waivers), preparing clients for USCIS interviews, and in sum adequately representing each client.

JJ Moore & Associates | Nashville, TN
Remote Legal Independent Contractor, March 2014—January 2015
Aid family based immigration practice by researching & analyzing statutes, as well as drafting various documents such as provisional waivers for the attorney according to pertinent facts.

Community Legal Center | Memphis, TN
Legal Intern, June—Aug. 2014
Aided org. and supervising attorney in family-based immigration by drafting and compiling DACA applications, I-130 applications, and other applications, as well as aiding with intake of clients.

Case Management, Drafting, & Research Experience

Walter Bailey Law Firm | Memphis, TN
Legal Assistant, Sept.—Nov. 2013
Performed various personal injury case management activities such as responding to opposing party, interviewing clients with supervising attorney, researching & analyzing case law, and drafting motions and pleadings.

Law Office of John M. Williams | Cincinnati, OH
Legal Assistant, Sept. 2012—Mar. 2013
Aided supervising attorney with court preparation by responding to opposing counsel, interviewing clients, researching & analyzing case law, and drafting memorandums & other court documents (such as motions for summary judgment).

Ohio Justice and Policy Center | Cincinnati, OH
Legal Intern, May—Aug. 2012
Aided with the commencement to final phases of civil rights cases by drafting § 1983 motions, drafting interrogatories, summarizing depositions, and performing other legal tasks.

Chase College of Law | Highland Heights, KY
Legal Research Assistant, May 2010—May 2011
Effectively utilized law-based databases to research, analyze, and deduce risk assessment standards from domestic violence statutes (of all 50 states)—partly referenced in ***Case Files in Black and Blue: In re Jules and Lasalle Blandele***.

Education

Salmon P. Chase College of Law, Highland Heights, KY | *Juris Doctorate*, December 2012
- Chase Law Advocacy Society (CSAS), elected board member and coordinator for Annual Closing Argument Competition
- Toastmasters, member, and International Speech Contest, participant
- Chase Law Advocacy Society; Opening Statement Competitions, participant
- *Penn State International Sale of Goods (CISG) Study Abroad in Italy*

Lipscomb University, Nashville, TN | *French; Communications Minor*, May 2008
- Prix Marceline Advanced French Student of the Year Award
- Who's Who Among Colleges of America
- President of the Multicultural Association
- Study Abroad: University of Quebec, French Language & Culture

Languages, Interests & Volunteer Experience

- Liaises with *House on the Rock* church leadership and young adult leadership, counsels young female adults (aged 18-23), and increases young adult membership & participation.
- Chaired *Dominion Center* Young Adult Ministry through planning & execution of various events and liaised with church leadership and young adult leadership by handling or reporting issues that arising from members
- Interfaced and documented the needs of *Lipscomb University's Multicultural Association* versus the needs of the university and the community via annual events
- Hobbies include, dancing, drama team, international travel, and outdoor activities.
- ***Languages***: English—Fluent • French-Conversational • Kiswahili (native language)- Fluent

Curtis L. Weathers

curtisweathers@bellsouth.net

Objective Continue to grow and develop as an educational leader and share my experience and knowledge with others.

2020 – Present: Education Opinion Writer, Tri-State Defender Newspaper

Write bi-weekly article on issues pertaining to local, state, and national educational issues.

2018 – Present: Director/Founder of The Brotherhood B2M

The Brotherhood B2M is a nonprofit fraternal organization for teenage boys.

● Manage all operational and instructional programs ●

Develop key business / community partnerships ●

Design and implement leadership curricula

● Design and implement all strategic and operational plans ●

Develop and implement fundraising plans

1

2003 – 2018 Middle & High School Principal, Memphis/Shelby County Schools
Memphis, Tennessee

2016- 2018 Principal, Southwest Early College High School

2014 - 2016 Principal, Hamilton High School (Shelby County Schools)

2003 – 2014 Principal / Executive Director Memphis Academy of Health Sciences Middle & High

2001 - 2003 Professional Development Coordinator, Secondary Schools, Memphis City Schools, Memphis, Tennessee

- Developed system-wide professional development plan for secondary schools
- Served as Coordinator, **M**iddle **S**chool **I**nitiative (district reform initiative for middle schools)
- Strategic Facilitator for High Schools and Career Technical Centers (helped develop and implement school improvement and professional development plans for high schools and career technical centers)
- Coordinator, High Stakes Testing Tasks Force (developed strategies to improve test scores on standardized tests)

2000 – 2001 Coordinator, High Schools That Work Initiative, Secondary Schools, Memphis City Schools, Memphis, Tennessee

- Facilitator, High Schools That Work (HSTW) reform initiative • Responsible for development and implementation of HSTW strategic plan
- Responsible for coordination and facilitation of HSTW Key Practices in 17 district high schools
- Assisted high schools and career technical centers in

development and implementation of school improvement plans

1998 – 2000 Director, Memphis Urban Systemic Initiative, Secondary Schools, Memphis City Schools, Memphis, Tennessee

- Director, Mathematics and Science Division
- Worked with teachers/administrators to develop/implement strategies to improve mathematics and science achievement throughout the district
- Management and oversight of $15,000,000 National Science Foundation Grant
- Responsible for implementation and integration of MUSI and HSTW strategic plans

1994–1998 Sr. Manager for School Reform and Transformation, Cleveland Public Schools, Cleveland, Ohio •

- Responsible for implementation of district's education reform plan
- Responsible for development and implementation of district's school accountability system
- Responsible for development and implementation of district's site-based management program
- Responsible for development and implementation of district's school improvement planning process
- Responsible for development and implementation of Local School Governance Councils.
- Convener for Unified Parent Council (developed district-wide parental involvement plan)

1996–1998 Director, Cleveland Urban Systemic Initiative, Cleveland Public Schools, Cleveland, Ohio

- Director, district Math and Science Division
- Management and oversight of $15,000,000 National Science Foundation Grant
- Responsible for monitoring, implementation and evaluation of CUSI strategic plan
- Integrated CUSI initiatives into district's overall system reform program

1996–1998 Levy Accountability Chief, Cleveland Public Schools, Cleveland, Ohio

- Appointed by mayor to oversee $100,000,000 in levy (tax) proceeds
- Responsible for implementation of 13 "levy spending projects" • Responsible for monitoring and reporting progress of levy expenditures to school board and Cleveland community

1996– to Present: Educational Consultant

Provided independent consultation to individuals, schools and school district administrators on a variety of educational topics. Consulting topics included:

- Strategic Planning
- Organizational Change and Team Building
- Assessment Systems (design and implementation)
- School Reform
- Performance-based Education
- Performance-based Assessment
- Effective Schools
- Curriculum and Instructional Alignment
- Classroom Instruction: Mastery Learning

1990–1995 Director, Northeastern Ohio Regional Science and Engineering Fair, Cleveland, Ohio

- Northeast Ohio Regional Science Fair Director for secondary schools
- Management and oversight responsibilities for regional Science Fair
- Worked with board of directors, business and educational partners to raise funds and recruit sponsors
- Prepared students to compete in International Science and Engineering Fair competition

1989–1997 Education Specialist, East Ohio Gas Company, Cleveland, Ohio

- Implemented corporate programs to support education across system territories
- Served as strategic and instructional facilitator for John F. Kennedy High School (school/business partner) where 80% of time was spent developing and implementing school reform initiatives
- Managed company's school / business partnerships throughout system territory
- Served as Executive-on-Loan with the Cleveland Public Schools 1994 - 1998

1987–1989 Marketing Representative, East Ohio Gas Company, Cleveland, Ohio

- Responsible for company's non-user market
- Acquired over 1,500 new customers over a two-year period
- Developed new innovations to acquire new customers

1989–1991 Owner/Operator, Apollo Fitness Center, Cleveland, Ohio

- Owner / operator of 42,000 Sq Ft. facility with over 1200 members
- Managed 12 employees

1979–1987 Player: National Football League, Cleveland Browns, Cleveland, Ohio

- Tight End (1979-1981)
- Outside Linebacker (1982-1987)
- Team Captain
- National Football League Players Association Player Representative

Off-season employment:

- East Ohio Gas Company Marketing Intern (Off Season, 1983-87)
- City of Cleveland Community Development (Off Season, 1982
- VR Business Brokers (Off Season, 1981)
- Census Bureau *Memphis Branch* (Off Season, 1980)

Education & Training

Education:

- 2021 Certification: Teaching for Equity and Impact, Milo organization
- 2003 Master of Arts in Education, Union University, Jackson, Tennessee
- 1974–1979, Bachelor of Public Administration, University of Mississippi, Oxford, Mississippi

Student organizations and activities:

- Football Scholarship
- M Club
- President, and Vice President of Black Student Association (3 Years)
- Chancellor’s Advisory Committee
- University Judiciary Committee

● BSU Gospel Choir

1997 Team Leader and Facilitator Training, WINOC (Work in Northeast Ohio Council), Cleveland, Ohio

1993 Strategic Planning Certification, Boston University, Boston, Mass

Activities & Involvement:

● Executive Committee, University of Mississippi Alumni Association (2008)
● South Eastern Conference (SEC) 75th Anniversary Story of Character Award 2007
● University of Mississippi Athletics Hall of Fame (2007) ● The Hobson-Goodlow Foundation and Phi Beta Sigma Fraternity, Inc African American Male Image Award 2007 ● Distinguished American Award, Ole Miss Chapter of National Football Foundation and College Hall of Fame (2007) ● Cleveland Magazine's Most Interesting People (1997)

● Citizens League of Greater Cleveland Award for Civic Service (1996)
● Licensed minister First Baptist Church, Berea, Ohio ● FBI Director's Community Leadership Award (1990) ● Cleveland Browns Most Valuable Player (Special Teams) (1985)

[redacted]

● Building Bridges to Health Science Literacy (BBHSL) Advisory Board (2010)
● Coordinator, Boys to Men Rites of Passage Program (2003 to 2006)
● Member, Executive Committee Memphis Area High Technology Council (2000-2002)
● The Partnership (Memphis Chamber of Commerce) Advisory Council (1999 – 2002)
● Memphis City Schools Careers and Technology Advisory Council (2000 to 2002)
● Tennessee Technology Center Advisory Board (2000 to 2002)
● Member, Cleveland Public School's Strategy Council (1996-1998)
● Chaplain: Cuyahoga County Juvenile Booth Camp (1996 to 1998)
● Radio Talk Show Host (Lifeline): Christian Family Outreach (1996 to 1998)
● Strategic Facilitator / Convener: Unified Parent Council (1996-1997)

● Chairman, Cleveland Public School's School Governance Council Development Committee (1997)
● Chairman, Cleveland Public School's Accountability Task Force (1995-96)
● Co-chairman, John F. Kennedy High School TOP Team (1989-1995)
● Member, Cleveland Public School's Change Council (1995-96)
● Founder / Advisor: John F. Kennedy High School's One Hundred Kennedy Men (1992 - 1995)
● Chairman, Vision 21 Accountability Committee (1994)
● Associate Pastor: First Baptist Church (1991 – 1995) ● Director: First Baptist Youth Division (1991 – 1995) ● Member, John Carroll University Advisory Committee (1993,1994)
● Strategic Facilitator: Community Organizations for Mutual Progress (1993)
● Member, Cleveland Education Partners Strategic Planning Committee (1992)
● Chairman, Vision 21 Transformation Task Force (1992)

● Member, Vision 21 Mathematics Task Force (1992) ● Member, Cleveland Public School Professional Development Advisory Committee (1991)
● Member, Superintendent Search Committee Cleveland Public Schools (1991)
● Member, Cleveland City Club Strategic Planning Committee (1987)
● Chairman, Federation of Community Planning Teen Pregnancy Task Force (1985)
● Chairman, March of Dimes Walk on the Wild Side (1984)

[redacted]

● Member, Governing Board, Liberty Memphis, Inc. (2020 – Present)
● Member, Executive Board Memphis Area High Tech Council (1999-2003)
● President, Christian Family Outreach (1995 to 1998) ● Member, Miles Ahead Community Development Corporation (1993-1995)
● Member, Miles Ahead Community Development Advisory Board (1995 to 1998)
● Member, St Edward High School Governing Board (1996)
● Member, Inventure Place (1996 to 1998)
● Member, African American Museum (1994,1995)
● Member, Community Organization for Mutual Progress (1993-1995)

● Member, Cleveland Math Collaborative (1990 – 1994) ● Member, Cleveland Science Collaborative (1990 – 1994) ● Member, Cleveland City Club (1986-1989)
● Member, Greater Cleveland March of Dimes (1980-1985)

Christian Ministry, Computers/Technology, Sports, Reading.
Proficient in Google Business & Education Suites, various and sundry technology programs.

References:

Provided upon request.

F7: Additional Board Policies

Overview

The Board is an organized group of volunteers who, collectively, are legally and ethically accountable to the community and the state for the health, vitality, and effectiveness of our organization. The primary role of the Board is "governance." Governance encompasses legal responsibilities, general and academic oversight, planning and policymaking, and meeting fiduciary requirements. The Empower Memphis Career and College Prep Board Policy Manual contains the policies used to effectively govern the organization for the purpose of creating a high-quality public charter school for the students and families of Memphis, Tennessee. The responsibilities of the board are:

- Support and advocate for the mission and vision of the school.
- Evaluate and review the stated mission and purpose that articulates the organization's goals, means, and primary constituents served.
- Select, support and evaluate the Lead Founder/CEO. Ensure the Lead Founder/CEO is qualified for the position and ensure Lead Founder/CEO has the moral and professional support necessary to further the stated mission and goals of the School.
- Ensure effective planning. Actively participate in the overall planning process and assist in implementing and monitoring the plan's goals.
- Monitor and strengthen programs and services. Determine alignment of programming with the mission of the school and monitor their effectiveness.
- Ensure adequate financial resources. Secure adequate resources for the organization to fulfill its mission.
- Protect assets and provide proper financial oversight. Assist in developing the annual budget and ensure proper financial controls are in place.
- Build a competent Board. Define prerequisites for candidates, orient new members, and annually evaluate the Board's performance.
- Ensure legal and ethical integrity. Ensure adherence of Empower Memphis Career and College Prep to legal standards and ethical norms.
- Enhance the school's public standing. Clearly articulate Empower Memphis Career and College Prep's mission, accomplishments, and goals to the public and garner support from the community.

Section 1: Mission, Legal Status, Non-discriminatory Policy

1.1 Mission, Vision, and Principles of Design

In partnership with families and community, Empower Memphis Career and College Prep is a K-8 charter school with an unwavering obligation to accelerate academic achievement, foster individuality, and cultivate career mindsets of all students as early as Kindergarten. Through differentiated instruction, interest-based studies, leadership development, financial planning, and career simulations and internships, students develop future-ready skills for success in the global market. The vision of Empower Memphis Career and College Prep Charter School is to explore uncharted paths of learning, identity, and careers. We dream of a world of limitless opportunities, so students pursue with confidence, future career paths of their choice that will improve academic, social and economic outcomes in the communities of Memphis and beyond.

1.2 School Legal Status

Empower Memphis Career and College Prep is proposed to be authorized as a Memphis Shelby County Schools District charter school. Empower Memphis Career and College Prep will operate pursuant to the charter that was granted by the Shelby County Schools Board of Education ("SCSBOE"), a Legal Educational Authority of the Tennessee Department of Education. The Letter of Approval from SCSBOE is provided as an addendum to this manual.

Empower Memphis Career and College Prep is a public school, and its status as a nonprofit corporation does not affect its status as a public school. However, for governance, finance, and administrative purposes, Empower Memphis Career and College Prep operates as a Tennessee nonprofit corporation. The nonprofit's Articles of Incorporation and non-profit status are provided as an addendum to this manual.

1.3 Non-Discrimination Policy

The officers, directors, committee members, employees, and persons served by this corporation shall be selected entirely on a nondiscriminatory basis with respect to age, sex, race, religion, national origin, and sexual orientation. It is the policy of the School not to discriminate on the basis of race, creed, ancestry, marital status, gender, sexual orientation, age, physical ability, veteran's status, political service or affiliation, color, religion, or national origin in admissions, hiring, selection or appointment to any office.

Section 2-The Board

2.1 Decision Making Empower Memphis Career and College Prep has been created to serve students. All decisions by the Board of Directors and the administration should be made within the parameters of the mission and vision of the school, always keeping in mind the interest of students.

2.2 Policy Making: The Board shall be solely responsible for adopting, repealing or amending policies for The School. Action by the Board shall be accomplished as set forth in the bylaws. Except in cases of special need, the Board shall follow the following procedure in adopting, repealing or amending policies at Empower Memphis Career and College Prep:

- The First Reading. The proposed policy shall be submitted for approval on first reading at a regular or special meeting of the Board called for that purpose. The proposed policy shall be contained in the Board packet distributed prior to the meeting. At first reading, the Board shall receive public comment and comments from the sponsor of the proposed policy. A vote of the Board will be taken after the reading, and if the amendment receives a simple majority vote of the Directors present at the meeting, it will be placed on the agenda for a second reading at the next meeting of the Board.
- The Second Reading. If the proposed policy is approved on the first reading, it will be placed on the agenda and considered at the next regular or special meeting of the Board called for that purpose. No amendment shall be adopted at the second reading unless the amendment receives a two-thirds vote of the Directors present at the meeting. If the proposed policy is adopted upon second reading, it shall become a policy of Empower Memphis Career and College Prep, and the Policy Manual shall be amended accordingly.
- Special Need. Upon a two-thirds (2/3) vote of the Directors present at a regular or special meeting called for that purpose, a special need may be declared. If a special need is declared, a policy may be adopted on first reading.
- A proposed policy should reference the policy provision it will be amending. Ideally, the entire policy will be reprinted with new language in all caps, and language to be deleted lined out. New policies should include the proposed table of contents, policy title, and code number.

Section 2.3: Board Review of Administrative Procedures: The Board recognizes its role of ensuring the fiscal and organizational health of the school through oversight and continuous progress monitoring. The Lead Founder/CEO shall be responsible for the day-to-day administration of affairs of Empower Memphis Career and College Prep and shall manage all activities of the school as prescribed by the Board. As a result, the Board need not review administrative policies and regulations in advance of issuance except as required by law. However, the Board should approve in advance any highly sensitive matters of policy and/or regulations that have the potential to impact its duties and obligations to Empower Memphis Career and College and/or the Tennessee Department of Education.

1. To that end, the Lead Founder/CEO shall exercise his or her discretion to identify and bring to the Board's attention any such policies and regulations prior to issuance.
2. Administrative policies and regulations should reference existing Board policy when applicable. The Board reserves the right to review administrative policies and regulations at its discretion. However, the Board shall revise or veto such regulations only when, in its judgment, such regulations are inconsistent with the Board's policies.

Section 2.4: Summary of Tennessee Open Meeting Law

The Open Meetings Act, commonly referred to as the "Sunshine Law," is found in T.C.A. § 8-44-101 *et seq*. Any action taken in a meeting in violation of any of the foregoing requirements is void. T.C.A. § 8-44-105. The requirements of this law are as follows:

1. All meetings of any governing body are declared to be public meetings and must be open to the public at all times. T.C.A. § 8-44-102;
2. Adequate public notice of all regular and special meetings must be given. T.C.A. § 8-44-103;
3. The minutes of the meetings must be recorded and open to public inspection and at a minimum must contain a record of the persons present, all motions, proposals and resolutions offered, the results of any votes taken, and a record of individual votes in the event of a roll call. T.C.A. § 8-44-104(a); and
4. All votes must be by public vote, public ballot, or public roll call; secret votes are prohibited. T.C.A. § 8-44- 104(b).

Section 2.5: Board Attendance Policy

Purpose. This policy was developed with the recognition that Board membership is voluntary, and that individual Directors contribute their time and energy in different

ways. However, because Board meetings are the only forum during which the Board can discuss and vote on major school policies and decisions, attendance at these meetings carries a special importance. All Directors will receive a copy of this policy to ensure that everyone is properly informed about the expectations for Board attendance.

- Definitions. *"Notified" Absence*: For absence to be "notified," a Director must notify the person running the meeting (usually Chair or Vice-Chair) by 12:00pm the day of the meeting that s/he will be absent. *"Un-notified" Absence:* For absence to be "un-notified," a Director failed to notify the person running the meeting (usually Chair or Vice-Chair) by 12:00pm of meeting day that s/he will be absent.
- Unsatisfactory Attendance. If any of the following conditions exist, an individual Director will be considered to have unsatisfactory attendance: (1) the Director has two *"un-notified"* absences in a row; (2) the Director has three *"notified"* absences in a row; or (3) the Director misses one third of the total number of Board meetings during one of their term years.
- Process for Responding to Unsatisfactory Attendance. The Board Vice Chair will keep track of Director attendance through Board meeting minutes and will provide this information to the Chair. The Chair will directly contact a Director at risk of potentially violating the policy to issue both verbal and written warning as well as discuss the problem. If a Director does violate the policy, the Chair will bring this to the Board's attention for discussion, after which point a majority vote will be held to determine possible termination from the Board.

2.6 Public Attendance of Board Meetings

1. Empower Memphis Career and College Prep will provide opportunities for any member of the community to express interest in and concern for the school. Accordingly, all community members will have access and be notified well in advance of all open meetings of the Board. A pre-scheduled time for public comment shall be a part of every regular Board meeting. The Board reserves the right to establish reasonable time limits for such public comment.

2. Meetings are closed to the public only when the Board is meeting in executive session. An executive session may be called only to discuss matters not appropriate for public discussion, as defined under Tennessee law. An executive session may be called only upon the affirmative vote of two-thirds of the quorum present. No formal action of the Board may be taken in any executive session.

3. Persons who wish to make requests, presentations, or proposals to the Board should direct any inquiry to the Lead Founder/CEO, who will respond according to the following procedures:

    a. The Lead Founder/CEO will consult with the Board Chair and, if appropriate, other Directors about including the request on the agenda for the next regularly scheduled Board meeting.

    a. If the item is included on the agenda, the Board will receive in their packet for the next regularly scheduled meeting written information directly from the person making the request. If specific Board action is being requested, that action should be in the written document.

    a. The person may present their information orally to the Board when the agenda item is discussed. The Board reserves the right to establish reasonable time limits for public comment and presentations.

2. Notice of meetings of the Empower Memphis Career and College Prep Board shall be posted in the school offices and on the school website at least 7 days prior to the meeting and in full compliance with all public meeting laws in the state of Tennessee.

2.7 Standing Committees

1. Academic Excellence Committee – The Academic Excellence Committee will be responsible for reviewing school assessment policies and procedures and ensuring that those policies conform to district and state standards. The Academic Excellence Committee is also responsible for reviewing results of school assessment programs and reporting findings to the Board.

2. Finance Committee – The Finance Committee is responsible for reviewing and submitting an annual balanced budget to the Board and, after Board approval, making the budget available to the public. The Finance Committee will also oversee preparation of the annual report, including audited financial statements, and other exhibits required by the Tennessee Department of Education, and make them available to the public as stated in Tennessee law.

3. Governance Committee – The Governance Committee is responsible for setting criteria for Board election, and identifying and evaluating candidates for the Board of Directors. The Governance
Committee will present a slate of candidates for election to the Board at least once annually. Election will be by a simple majority of the sitting

Board. The Governance Committee will also conduct the Board self-evaluation and write and review all Board policy.

4. Development Committee – The Development Committee is responsible for setting the direction and vision for increasing network of donors and increasing the School's visibility in the broader community. While every Director shall contribute to the task of fundraising and developing the public perception of the School, the Development Committee will set annual goals for the Board.

2.8 Ad-Hoc Committees

Empower Memphis Career and College Prep's Board of Directors reserves, per its bylaws, the ability to appoint ad-hoc committees of an advisory nature regarding pertinent business of the Board comprised of Board Directors or community members appointed by the Board.

2.9 Board Fundraising Policy

The Empower Memphis Career and College Prep Board of Directors is a 100% giving Board. Board members are expected to give an annual monetary gift to the School and are asked to make Empower Memphis Career and College Prep a priority in their personal giving. Directors are expected to be involved in fundraising by using their personal and business connections when appropriate, by soliciting funds when appropriate, by serving on fund-raising committees, and by attending fundraising events.

2.10 Board Self-Evaluation

Efficient and effective performance of the Board itself can have a significant impact on the overall success of the school and is an essential component of good governance. Therefore, the Board will conduct an annual assessment of its own work. The Governance Committee will conduct the assessment. This Committee shall determine the format of the assessment, but it must include a formal written survey/self-assessment tool. The evaluation process should be designed to encourage constructive feedback aimed at improvement.

2.11: Indemnification Policy

The School will purchase and maintain Directors and Officers Liability Insurance (often called D&O), liability insurance payable to the directors and officers of a corporation, or to the organization(s) itself, as indemnification (reimbursement) for losses or advancement of defense costs in the event an insured suffers such a loss as a result

of a legal action brought for alleged wrongful acts in their capacity as directors and officers.

The corporation will not provide indemnification for items arising from the individual's participation in an excess benefit or self-dealing transaction. Indemnification may also be denied in a proceeding brought by or on behalf of the corporation (except for expenses), if it is determined that the indemnitee did not meet the standard of conduct required.

This indemnification includes expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by him/her in connection with such action, suit, or proceeding if s/he acted in good faith and in a matter s/he reasonably Empower Memphis Career and College Prep d to be in or not opposed to the best interests of the Corporation. With respect to any criminal action or proceeding, s/he must also have had no reasonable cause to Empower Memphis Career and College Prep his/her conduct was unlawful.

Section 3: Ethics

3.1 Confidentiality Policy

It is the policy of Empower Memphis Career and College Prep that directors and employees may not disclose, divulge, or make accessible confidential information belonging to, or obtained through their affiliation with Empower Memphis Career and College Prep to any person, including relatives, friends and business and professional associates, other than to persons who have a legitimate need for such information and to whom Empower Memphis Career and College Prep has authorized disclosure.

Directors and employees shall use confidential information solely for the purpose of performing services as a director or employee for Empower Memphis Career and College Prep. This policy is not intended to prevent disclosure where disclosure is required by law.

Directors must exercise good judgment and care at all times to avoid unauthorized or improper disclosures of confidential information. Conversations in public places, such as restaurants, elevators, and airplanes, should be limited to matters that do not pertain to information of a sensitive or confidential nature. In addition, directors and employees should be sensitive to the risk of inadvertent disclosure and should for

example, refrain from leaving confidential information on desks or otherwise in plain view and refrain from the use of speaker phones to discuss confidential information if the conversation could be heard by unauthorized persons.

At the end of a director's term in office or upon termination of an employee's employment, he or she shall return, at the request of Empower Memphis Career and College Prep all documents, papers, and other materials, regardless of medium, which may contain or be derived from confidential information, in his or her possession.

Section 4: Leadership

4.1 Lead Founder/CEO Policy

The Board shall rely on its Chair and the Lead Founder/CEO to provide professional and administrative leadership. The Lead Founder/CEO shall be hired by and report directly to the Board of Directors.

The Lead Founder/CEO will be responsible for the day-to-day administration of the school's affairs and will manage and direct all activities of the organization as prescribed by the Board. The Lead Founder/CEO will have the power to hire and discharge employees of the school and will oversee and direct their activities in carrying out the work of the school.

The Lead Founder/CEO is the Board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the Board is concerned, is considered the authority and accountability of the Lead Founder/CEO. The Lead Founder/CEO will, directly or indirectly, supervise all other staff members employed by the school and is responsible for selecting staff members, conducting staff evaluations, and recommending compensation levels.

Accordingly:

1. The Board will never give instructions to persons who report directly or indirectly to the Lead Founder/CEO.
2. The Board will refrain from evaluating any staff other than the Lead Founder/CEO.
3. The Board will use the performance of the school as a primary indicator of the school leader's performance.

Annual Lead Founder/CEO Performance Evaluation

F7: Additional Board Policies

Charter schools receive autonomy over fiscal management and the academic program in exchange for accountability, which measures the school's attainment of specific mission-oriented academic, operational, and governance goals. The Board of Directors' key responsibility is to manage the school through the performance of the Lead Founder/CEO of Empower Memphis Career and College Prep. There are three core purposes of the evaluation: to recognize areas of strength and success, to identify areas for improvement and/or focus, articulate areas for improvement and/or focus, and to inform the Board's request for a plan of action from the school leader that addresses how the goals in the charter will be met.

Annually, the Board will convene an *ad hoc* Lead Founder/CEO Evaluation Committee, to consist of three members to include the Board Chair, the Treasurer, and a member of the Academic Accountability Committee. The Committee will conduct the evaluation in accordance with its Lead Founder/CEO Evaluation Protocol (which provides guidelines for: how to gather information to inform the evaluation; a timeline for evaluation activities that aligns with the school year; and what to include in the written evaluation document).

4.2 Leadership Sustainability Policy

Empower Memphis Career and College Prep will have a sustainability policy that:

1. Ensures ongoing and continuous development of leadership capacity at the Lead Founder/CEO and Board levels.
2. Responds in a timely and effective manner to an emergency leadership transition.
3. Responds in a timely and effective manner to a planned leadership transition.

Emergency Leadership Transition Plan

The following outlines the school's plan in case an emergency transition of the Lead Founder/CEO is necessary. The Lead Founder/CEO may be immediately dismissed in cases of unethical or illegal behavior, gross misconduct, mishandling of funds, or continued underperformance of responsibilities.

Communication: In the case of the Lead Founder/CEO needing an emergency transition out of his or her role, the Board Chair will become the first point of contact, notifying all Directors of the transition, and leading the discussion about next steps. The Board Chair will send subsequent communication containing the circumstances and recommend a plan of action to the full Board for approval and to the school staff for information

Interim Management: In the case of an emergency transition, the Board will designate the Director of Operations and Culture as acting Lead Founder/CEO. The interim Lead Founder/CEO has limited executive power. He or she will be appointed

by the Board to provide leadership during the planning and/or implementation phases of the executive search

Transition Plan: Once the full Board has approved a plan of action, the Board Chair will send a message to the organization's key stakeholders, e.g., the authorizer, funders, parents, and Building Excellent Schools detailing the plan. The Board will ensure ongoing access to key stakeholder contact lists and to critical passwords, such as those used for social media accounts.

Executive Search: The Board will immediately convene an ad hoc committee comprised of the Chair and two other Directors, and chaired by the Chair.

Financial Oversight: To enable business to continue in the case of an emergency Lead Founder/CEO transition, the Board will ensure that the Director of Operations and Culture, Chair, and Treasurer are signatories on the school's checking accounts. For ease of access, the Board will ensure the ability to make transactions electronically on all accounts. The Board will also ensure ongoing access to current contact details for all financial advisors, accountants and back-office providers, and key funders. Finally, the Board will ensure that a schedule of key activities and deadlines, such as the IRS Form 990 is current and accessible.

Section 5: Finance and Accounting

The Board of Directors of Empower Memphis Career and College Prep will ratify, annually review and maintain a separate Fiscal Policy Manual to cover the robust breadth and depth of fiscal compliance and governance. This Policy Manual will contain clear policies to provide for legal compliance, best practices in alignment with Generally Accepted Accounting Principles and best-in- class fiscal governance.

In order to establish these policies, Empower Memphis Career and College Prep will consult with a back office provider in creating a draft financial policy handbook which will ultimately be approved by the Board. The policies and procedures will detail the internal institutional controls necessary in reporting, procurement, purchasing, and all transactional approvals. The Lead Founder/CEO, Director of Operations and Culture, and Treasurer will serve as the three chief financial agents of the organization; all processes requiring the disbursement and management of funds will require the proper segregation of duties and double approvals necessary to ensure fiscal oversight, and compliance with the law and GAAP. Minimally, the policies will outline:

- Preparation of financial statements such as Balance Sheets, Cash Flow, YTD Actuals to ensure timely, accurate review by the Finance Committee and Board of Directors
- Budgeting creating and approval process which allow for thorough review by the Finance Committee and approval for timely submission to the authorizer.
- Securing a reputable auditor, and engaging in an annual audit
- Bank account management and segregation of duties between issuing and signing checks, opening and closing accounts, and completing monthly reconciliations.
- Petty cash management policy and deposit policy
- Contracting and RFP thresholds processes and policies
- Purchasing controls and segregation of duties

Management and the Treasurer will collaborate with a back-office provider to create a draft financial policy manual, which will be reviewed by the Finance Committee and ultimately approved by the Board.

Section 6: Property and Equipment Policies

6.1 Responsibilities

1. The Director of Operations and the Lead Founder/CEO are responsible for ensuring that accurate inventories are maintained so that all assets are safeguarded.

2. The School's Director of Operations is responsible for maintaining the equipment and all necessary asset inventories. All assets must be recorded both in the accounting system's general ledger under the fixed asset category and in a separate fixed asset inventory spreadsheet, created in Excel. All property and equipment subject to the school's Capitalization policy must be recorded in the manner described below and depreciated according to the school's Depreciation policy.

3. In addition, the asset name, inventory number, and book value must be entered in the accounting system's general ledger under the fixed asset category.

4. Each item is also physically tagged in a visible area on the item and with the asset number and indication whether the item is property of Empower Memphis Career and College Prep.

5. All government-furnished property and equipment is also recorded and tagged, with identification information indicating it has been acquired through a government contract.

6. Because the governmental agency owns the item, it is recognized as an expense and is not capitalized. In the event of charter revocation, the item is returned as property of the governmental agency.

7. No employee may use any of the school property, equipment, material, or supplies for personal use without the prior approval of the Lead Founder/CEO.

8. No item of property or equipment shall be removed from the premises without prior approval of the Lead Founder/CEO.

9. All lease agreements for real property will be evidenced by a lease or sublease agreement approved by the Board of Directors and signed by the Lead Founder/CEO. The agreement will identify all the terms and conditions of the lease. Any real estate agreement to rent or sell will require a beneficial interest disclosure.

6.2 Capitalization Policy

1. The cost threshold for items purchased by the School to capitalize is $5,000. Items with an acquisition cost of less than $5,000 or a useful life of less than one year are expensed in the year purchased. Items with an acquisition cost of more than $5,000 are capitalized and are subject to the school's depreciation policy, outlined below.

2. There may be instances where depending upon the nature of the purchase, and the expected useful life of the purchase, an item costing less than $5,000 may be capitalized. For example, a piece of software, which costs $500 and comes with a license for three years, may be capitalized even though the cost was less than $5,000. The choice to capitalize an expenditure will be left to the discretion of the Lead Founder/CEO.

6.3 Inventory Policy

1. The Director of Operations performs annual inventory audits, verifying and updating the data contained in the Excel fixed asset inventory spreadsheet. The Director of Operations should also note if inventory appears to be impaired, damaged, or obsolete. Once complete, this inventory is compared to the fixed assets listed in the general ledger to ensure the value of the assets per the accounting system matches the value of the assets per the spreadsheet. Differences are reconciled by the Director of Operations and

communicated to the third party service provider for adjustment in the general ledger.

2. The Lead Founder/CEO should be notified if any inventory items are lost, damaged, stolen, or in any way impaired.

6.4 Depreciation Policy

1. Any items subject to the Capitalization policy described above are subject to depreciation. The third party service provider will account for depreciation based on the school's inventories and Depreciation policy. Depreciation associated with the fixed assets will be calculated based on the fixed assets' useful lives using the straight-line depreciation method.

2. Any item that is rendered obsolete (damaged beyond use) will be taken out of service and fully written off the accounting records.

Depreciation Policy	
Musical Instruments	3 years
Computers	4 years
Office/Classroom Equipment	5 years
Office/Classroom Furniture	7 years
Leasehold improvements	Life of lease or 5 years, whichever is greater

6.5 Disposal of Property and Equipment Policy

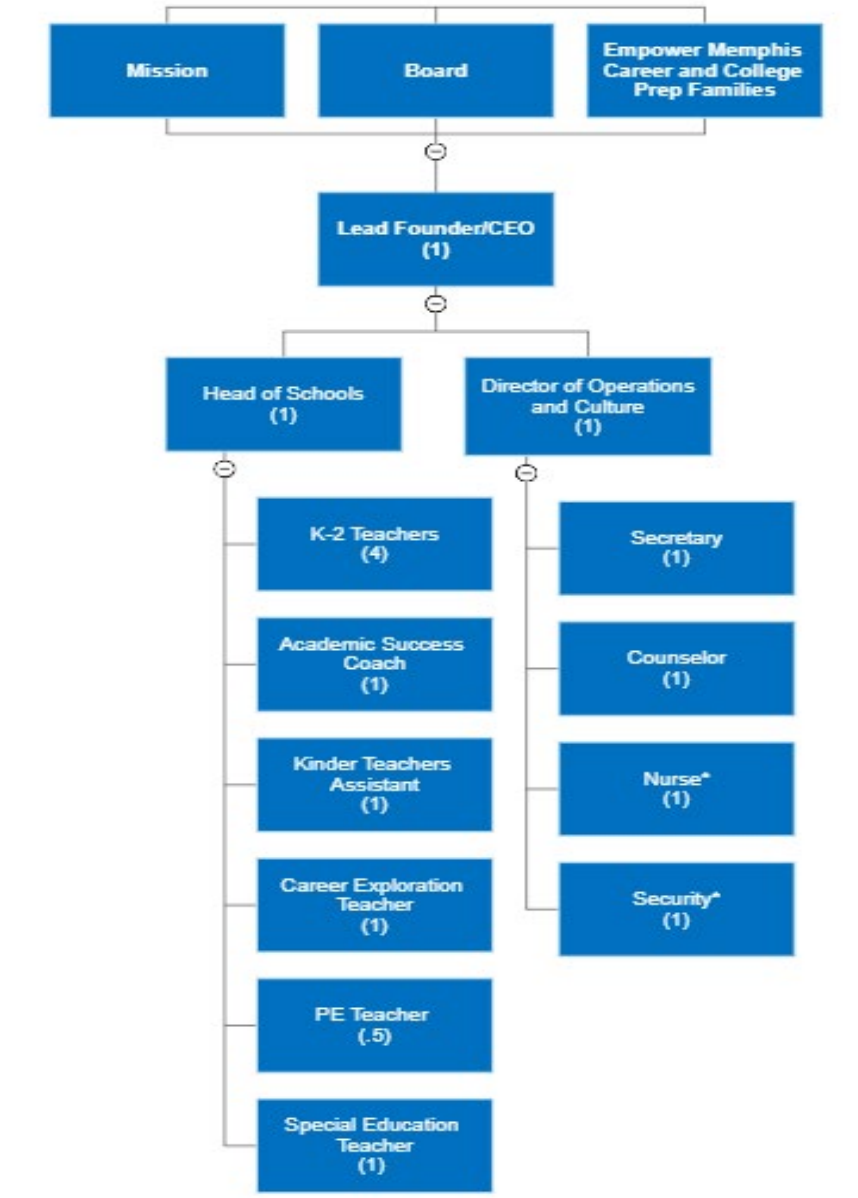
1. Surplus property shall mean property that is no longer in use, is damaged beyond repair, or that the School feels will have no future value to the School's program, and that is declared to be surplus property by the Board. If the School wishes to dispose of equipment or other surplus property with a value of $500 or greater, the Board shall declare the property surplus and shall direct the staff on the actual means of disposal of the property, such as sale, donation, or destruction and disposal.
2. If the School wishes to sell equipment or other surplus property, the Board shall direct the staff by giving specific guidance regarding the manner in which such property is to be sold.
3. If the School wishes to donate equipment or other surplus property, the Board shall declare the property surplus and authorize the donation. Requirements for potential donor organizations shall include: (1) the donor organization is fully independent of the School, with none of the School's Board members or key personnel involved in the donor organization; and (2) the donor

organization shall be a non-profit or governmental entity related to education. In addition, the School shall secure a receipt from the donor organization for the donated property, shall remove the asset from the School's books, and record the donation as required by state and federal audit guidelines.

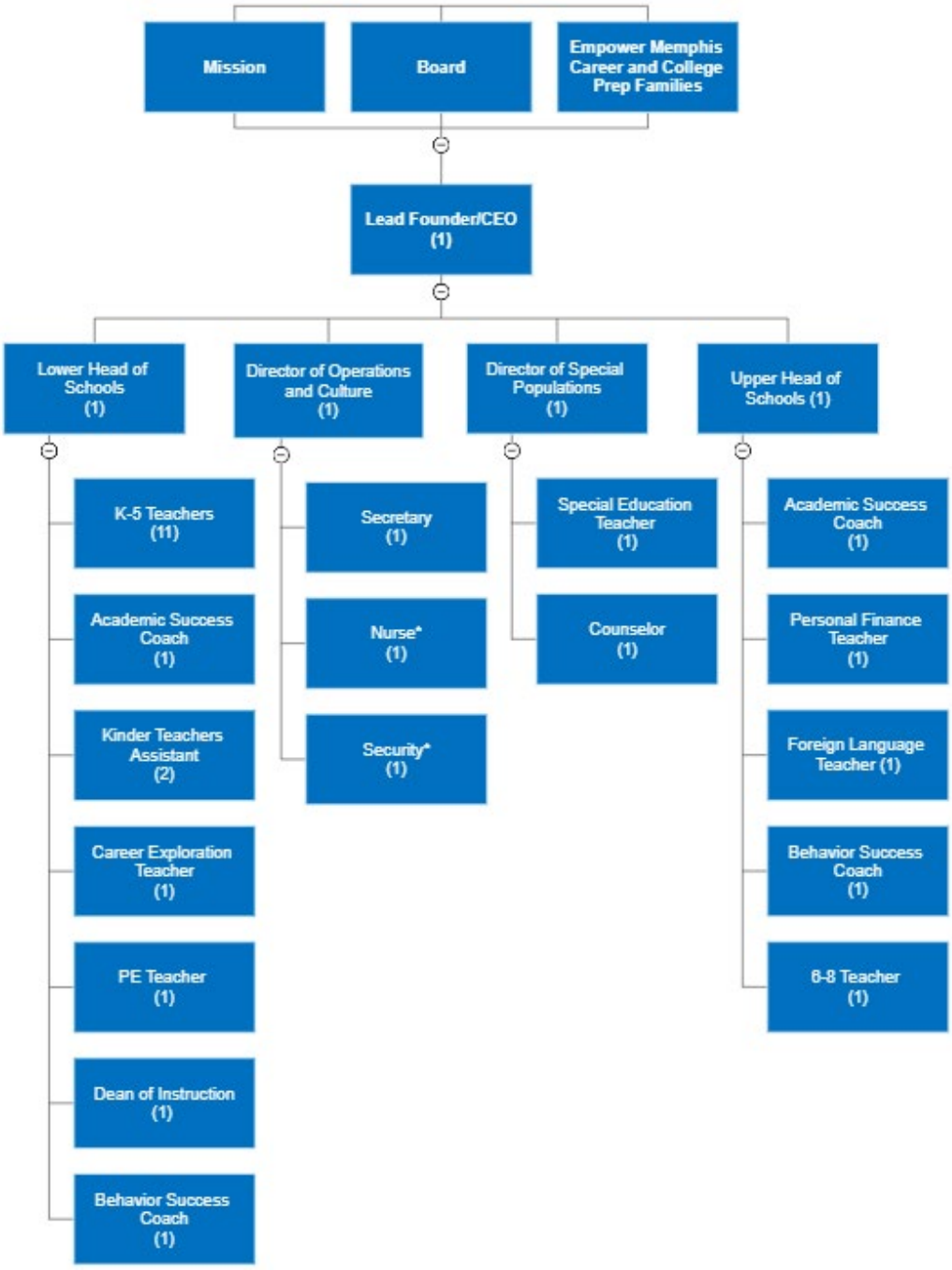
4. Property Acquired with Federal Grant Funds - If the property in question cost $5,000 or more at the time of acquisition and was acquired with federal grant funds, Empower Memphis Career and College Prep shall notify the federal contract administrator prior to donating or disposing of such property as provided above.

Attachment G: School Organization Chart

Year 1: Organization Chart



Year 5 Organization Chart



MUNA OLANIYI
email: molaniyi@fellow.bes.org

Attn: Office of Charter Schools

I am humbly excited and grateful to partner with Build. Excel. Sustain, BES, and Memphis Education Fund to found a new school in Memphis, Tennessee. Empower Memphis Career and College Prep, will serve grades K-8 in Central City West communities of Memphis, Tennessee Our goal is to cultivate career mindsets as early as Kindergarten, so students will leave our school invested in their future, and prepared to pursue their career paths of choice with confidence and conviction.

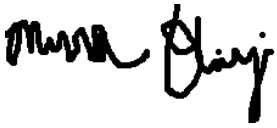
In addition to my work experience, as outlined in my resume, I have the following skills that will help to lead and support the school.

- Innovative Leadership- I can analyze and diagnose a problem and develop systems and structures that support the solution of the problem. Recently, due to the Covid-19 pandemic, I led my team to create the Distance Learning Platform that provided students and parents with access to high-quality instruction led by teachers and leaders. I realized that with many students lacking technological resources, we needed to provide lessons that catered to students with and without technology. Weekly video lessons were developed that supported the identified standards for each week. Student packets were mailed home for students to use to support the lessons. The collaboration of all stakeholders led to an increase in student engagement by 10% each week.
- Educational Leadership and Academic Support-I am well versed in best practices that support adult learners. I helped academic teams adopt a new curriculum. I developed the review process for potential curricula, created an internalization process for professional development, and monitored the application of new learnings through survey results and achievement data.

I look forward to the opportunity to discuss my vision of Empower Memphis Career and College Prep and how my experience, leadership skills, and commitment to excellence, will be vital in launching the school forward.

Thank you, in advance, for your consideration.

Muna Olaniyi



MUNA OLANIYI
email: molaniyi@fellow.bes.org

OBJECTIVE

Secure a partnership with a results-driven organization that seeks a hard-working and ambitious person where acquired skill, pedagogical strategies, and collaboration will be utilized toward continued growth and advancement in a field that involves working with leaders, teachers and students.

CORE COMPETENCIES

- Educational Accountability Systems
- Professional Development Facilitation
- Leader and Teacher Development
- School Improvement/Turnaround
- Differentiated Instruction
- Curriculum Development
- Standardized Testing/Scoring
- Data Analysis
- Instructional Best-Practices
- Classroom Management
- RTI
- PBIS

EDUCATIONAL PROFILE

Freed Hardeman University, School of Education, Jackson, TN
Major: Organizational Leadership
Year of completion: August 2025
Degree: Doctor of Education

McDaniel College, School of Education, Westminster, MD Major: Curriculum and Instruction/Administration
Degree: Masters of Science

University of Maryland College Park,
School of Education, College Park, MD
Major: Elementary Education
Degree: Bachelors of Science

AWARDS/CERTIFICATION

ILL Administrator PreK-12-Tennessee
TLAC/Uncommon Schools Partnership
TVAAS 5 Schools- 2017, 2018, 2019
New Leaders of New Schools Endorsement 2015
New Memphis Alumni 2014
Mary Jane Patterson Fellowship Candidate (DCPS Aspiring Leaders Program)- 2013
District of Columbia Highly Effective Educator Award-2012-2013
District of Columbia Highly Effective Educator Award-2011-2012
District of Columbia Highly Effective Educator Award-2009-2010
Teacher of the Year Winner M.C. Terrell Elementary School-2008-2009

July 2022 to present: Build. Excel. Sustain. Fellow

Build. Excel. Sustain. Fellow

- Develop and implement a community engagement plan that includes families, community leaders and business professionals
- Review school design elements of various schools for key elements of equity and inclusion practices
- Participate in leadership development focused on leading with equity, governance, community engagement, and organizational leadership
- Observe schools across the country with a proven track record of excellence and apply learnings to school design
- Gain insight on instructional, operational, and performance management practices of schools through a one-month residency
- Write and submit a well-written charter application

July 2021 to Feb 2022: Chief Academic Officer

KIPP Memphis

- Observe, diagnose and establish academic and character vision and goals for schools, taking ultimate responsibility for academic alignment at all levels, ensuring instructional quality and academic performance across the region
- Develop the instructional model and all of its enabling systems, to ensure that the model is implemented to achieve desired student outcomes
- Offer support to Principals, including curriculum and assessments, instruction, and continuous improvement
- Support and retain academic talent by building relationships, encouraging them to seek out challenging roles and providing ongoing coaching
- Provide ongoing measurement factors that support with the improvement of teaching and learning
- Help set organizational standards of excellence in instructional performance and articulate standards for instructional staff
- Ensure clear performance evaluations systems for instructional staff, including clear performance frameworks, timely evaluations and accessible data
- Set vision for instructional staff professional development and ensure that professional development supports implementation of the KIPP Albany instructional model
- Mentor and coach regional curriculum and instruction team; develop a clear career path in schools and for the regional academics team to drive retention and growth of high-performing staff
- Partner with the Chief Human Resources Officer to attract, develop and retain school leaders and emerging school leaders

August 2020 to June 2021: Managing Director of Teaching and Learning

KIPP Memphis

- Provide curricular and instructional leadership in the development, implementation, coordination, and assessment of the academic program to improve student achievement and meet regional goals
- Oversee the facilitation, data collection, and analysis of the mid-year and end-of-year academic programs review
- Assist in setting regional student attainment goals in alignment with state and federal guidelines
- Plan, design and manage instructional alignment work across the region through tri-annual regional teacher observations
- Facilitate the implementation of common curriculum and assessments aligned to state and national standards for all core subjects K-12, while supporting and monitoring internalization of these commonalities
- Support the curriculum selection, curriculum purchasing, and curriculum distribution process
- Attend, or ensure attendance by a designee at required state training
- Organize and compile the agenda for regional professional development and approve facilitator content for each session; Ensure sessions have a progression of learning from session to session or have a clear connection; Be prepared to facilitate sessions where appropriate
- Support School Leaders to ensure effective enabling systems for teaching and learning (professional development, instructional coaching, content teams, etc.)
- Identify regional and school level-specific needs and allocate content area support and resources as needed
- Use data to monitor progress, identify problems and find solutions

- Work with school and regional leadership team members to interpret data and create data-driven action plans for school improvement
- Assist School Leaders in planning and training for data-driven instruction
- Collaborate with the Human Resources Team and the Chief Academic Officer to create a teacher development progression for performance management that outlines proficiency bands through mastery/superior
- Supports with providing leadership, development, feedback, and support to Assistant Principals of Instruction

October 2013 to June 2020: <u>Director of Academic Achievement & RTI (K-8)</u>

Capstone Education Group- Cornerstone Prep Lester, Cornerstone Prep Denver, and Lester Prep Schools

- Develop the RTI Blueprint as the framework for implementing RTI in academics and behavior across CEG schools.
- Collaborate with schools to create intervention groups based on Universal Screening data.
- Develop progress monitoring schedule to support schools with assessing students and making adjustments to interventions based on student outcomes.
- Support with conducting fidelity weekly/biweekly fidelity checks with school leadership teams.
- Create monthly RTI data meeting protocol and support schools with the implementation of protocol during RTI data meetings.
- Develop the Academic blueprint, ensuring the blue print contains precise language and plans, systems and academic approach that will lead to the achievement of school specific goals and the organization's mission. Develop and execute the observation process plan that will systematically observe the key elements of the academic blueprint throughout the year, providing regular feedback to school leadership.
- Perform school classroom and school observations at least three times per week, looking for alignment to the blueprint and execution of the blueprint in all classes.
- Evaluate and implement plans to improve instruction, curriculum implementation, assessments, and other aspects of the academic blueprint at schools.
- Analyze student data to identify ways to improve the execution of the mission and the accomplishment of school goals.
- Design, execute and evaluate summer and weekly professional development, ensuring alignment to the blueprint, effective utilization of every minute, a culture of practice and true rapid teacher development and providing professional development as needed.
- Work with principals and Dean of Instructions (DOIs) to develop and execute personal coaching or performance improvement plans.
- Design and ensure the effective execution of data meetings, leadership team meetings, grade level chair meetings and other academic meetings to ensure the successful attainment of school goals.
- Work with the school principals, CSO and CEO to ensure the CEG values and culture are evident every minute of every day in every area.
- Work with the school principals, CSO and CEO to ensure the consistent, replicable execution of school strategies and systems as found in the blueprint.
- Work with the school principals, CSO and CEO to ensure that systems and routines create a powerful student and joyful, professional staff culture while maintaining the integrity of the mission and blueprint including prep rock assemblies, community meetings, school wide incentives
- Work with principals and CEO to hire and onboard new DOIs.
- Work with principals to equip DOIs to lead their staff to the attainment of school goals.

August 2012 to June 2013: <u>Instructional Specialist</u>

M.C. Terrell Elementary School

- Designed instructional plans based on student assessment data for teachers to implement in their classroom.
- Supported teachers with specific classroom instructional and behavioral needs when requested.
- Monitored instructional processes to ensure that program activities were related to program outcomes.
- Provided collaborative learning opportunities for teachers that focused on planning, implementing and evaluating learning objectives, instructional and assessment strategies.
- Modeled lessons when appropriate.
- Participated in district level review process of norming instructional programs for elementary and secondary students.
- Partnered with school principal and Cluster Superintendent to identify, analyze and apply research based findings to promote school improvement.
- Developed Eye Spy Tool to support teachers with providing constructive feedback on lesson plans.

- Provided two way communication with principal, teachers, staff, parents and community.
- Participated in all DCPS training sessions regarding effective practices for schools in improvement

August 2009 to August 2012: Instructional Coach & Academic Interventionist

M.C. Terrell Elementary School

- Collaborated with assigned teachers to support with lesson planning, developing action plans and individual goal sheets to improve instructional practices in the classroom.
- Facilitated professional development on best practices which focused on differentiated instruction, data analysis, understanding and writing I.E.P's and classroom management.
- Evaluated teachers and related service providers by completing annual formal and informal observations.
- Collaborated with Related Services Providers to create behavior intervention schedules for the school.
- Facilitated I.E.P meetings that involved a variety of issues and stakeholders about students with I.E.P's.
- Created testing action plans for students in grades 3-5 based on standardized assessment data.
- Created school plan on addressing student behavior through P.B.I.S measures.
- Used R.T.I philosophy to develop and support interventions for all students: Tier I, Tier II, Tier II.
- Monitored assigned services/programs to ensure that outcomes and services are efficiently provided.
- Collaborated with Leadership Team to develop Comprehensive School Plan.
- Served as a liaison between the local school and district personnel for the purpose of explaining, developing and evaluating services related to special education students.
- Participated in due process activities as needed.

October 2007 to August 2009: Elementary Teacher (K-6)

M.C. Terrell Elementary School

- Taught general education students and individuals with learning challenges within a mainstreamed, inclusive classroom.
- Leader amongst teachers in efforts to form grade planning level teams, coordinate parent communication and provide engaging lessons to diverse set of learners.
- Created bulletin boards for students assignments, organized classroom instruction, and monitored the behaviors of the students.
- Maintained records, assignments and grades for the students.
- Assisted with planning of Cluster II Math Competition.

Developed code of conduct for the classroom which was consistent with administrative policies.

- Maintained ongoing professional growth that satisfied District of Columbia requirements.
- Secured 20 volunteers from local high school to support with (D.E.A.R) Drop Everything And Read Program.

ADDITIONAL LEADERSHIP EXPERIENCE

June 2013-August 2013: SWIFT Schools Advisor

University of Kansas/U.S. Department of Education Office of Special Education

- Provided a framework for all partners to co-create and co-design SWIFT in their local school contexts.
- Fostered relationships by supporting and building a common commitment.
- Provided multiple opportunities to celebrate existing strengths of partners'.
- Explored new possibilities for collaboration in the future.
- Encouraged dialogue and the sharing of perspectives and experiences.

N

August 2012- August 2013: PARCC Educator Leader Cadre

District of Columbia State Board of Education

- Met with educators throughout the nation to build expertise on Common Core and PARCC Assessments.
- Provided support with expanding knowledge within the District of Columbia on the Common Core State Standards and PARCC Assessments.
- Facilitated training on Common Core State Standards to principals and superintendents from public and charter schools.

August 2010-August 2013: Testing Coordinator

M.C. Terrell Elementary School

- Oversaw the testing process for standardized assessments within the local school agency.
- Direct liaison for communicating testing procedures from the school district to the local school agency.
- Submitted testing materials to appropriate parties in a timely fashion.
- Provided appropriate training to all affiliated with standardized testing.

August 2010 to August 2013: Data Team Chair

M.C. Terrell Elementary School

- Developed data meeting protocol to facility bi-weekly meetings.
- Led teachers through process of analyzing short cycle assessments and benchmark assessments.
- Provided support in the creation of re-teaching plans based on evidence from student data.
- Monitored student progress on DIBELS data through progress monitoring.
- Provided monthly updates on identified students to Principal and Leadership Team

October 2010: National PBIS Leadership Forum Presenter

OSEP Technical Assistance Venter on Positive Behavioral Interventions and Supports

- Presented to a group of 1200 participants on "Issues in Sustaining School wide PBS in Urban Inner Core Elementary Schools"
- Facilitated panel on discussions around culture and climate in schools.

- Wrote the evaluation process for local charter management group which was approved by the state of Tennessee for implementation.
- Wrote charter school application for consideration of a 4th school from the local school board
- School performance:
    - Cornerstone Prep Denver school, outperformed every school in the Achievement School District (ASD) in 2019, earning the highest proficiency rates every recorded by an ASD school in math on the 2019 TN Ready assessment
    - Cornerstone Prep Lester school, outperformed every school in the ASD in 2018, earning the highest proficiency rates in both math and science, on the 2018 TN Ready assessment
    - Consistent growth exceeding one year of growth at every CEG school every year in math with Lester Prep students growing 1.5 to 1.8 years over a 4- year span and the entire network averaging 1.6 years of growth last year as measured by the NWEA MAP assessment.
    - Lester Prep, middle school, was the only ASD school to earn TVAAS 5 in every subject in 2017 and earn TVAAS 5 composite scores in 2018 and 2019
    - Cornerstone Prep Denver Campus earned a TVAAS 5 score for the second year in a row on TN Ready in 2019
    - 96% of Cornerstone Prep Lester Campus parents surveyed gave the school an overall grade of A or B on the most recent survey
    - 1.5 years' growth across the network for all 7 years as measured by the NWEA MAP assessment in Science

Attachment I: Employee Handbook

EMPOWER MEMPHIS

CAREER & COLLEGE PREP

Employee Handbook
2024 - 2025

Empower Memphis Mission Statement
In partnership with families and community, Empower Memphis Career and College Prep is a K-8 charter school with an unwavering obligation to accelerate academic achievement, foster individuality, and cultivate career mindsets of all students as early as Kindergarten. Through differentiated instruction, interest-based studies, leadership development, financial planning, and career simulations and internships, students develop future-ready skills for success in the global market.

INTRODUCTION:

Welcome to Empower Memphis Career and College Prep! We are excited to have you on our team and look forward to your many contributions to our mission.

Our Employee Handbook has two purposes:

1. Summarize all employment-related information, policies, and procedures in one document
2. Provide a practical resource for new and returning Empower Memphis Career and College Prep employees

Please review this handbook carefully and direct any clarifying questions you have to the Empower Memphis Career and College Prep LEAD Founder/CEO.

EMPLOYMENT POLICIES:

The following are foundational terms of your employment at Empower Memphis Career and College Prep

Equal opportunity employment:

Empower Memphis Career and College Prep is an equal opportunity employer. We afford equal employment and advancement opportunities to all qualified individuals without regard to race, creed, color, religion, national origin, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation, benefits, and termination of existing employees.

Empower Memphis Career and College Prep will be in compliance with the U.S. Civil Rights Act of 1964 and the Title IX Educational Amendments of 1972, Park 86. We will not discriminate on the basis of race, color, religion, national origin, ancestry, sex, age, or disability in our programs and activities. Empower Memphis Career and College Prep will also be in compliance with Section 504 regulations, which require a school to provide "Free Appropriate Public Education" (FAPE) to each student with a disability who is in the school's jurisdiction, regardless of the nature or severity of the disability. Lastly, Empower Memphis Career and College Prep does not condone hazing or any form of harassment (sexual, discrimination, intimidation, bullying or cyberbullying).

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Empower Memphis Career and College Prep will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result. To request an accommodation, please speak with your immediate supervisor.

Employment at will:

Tennessee is an "at will" state, and unless stated otherwise, Empower Memphis Career and College Prep employees have an "at will" relationship with Empower Memphis Career and College Prep. This means:

1. You are employed for an indefinite/unspecified time period, and
2. Either you or Empower Memphis Career and College Prep may terminate your employment at any time, with or without cause, and with or without notice.

Later sections of this handbook will address topics like our discipline policies and grounds for termination. Nothing contained in this document, employment applications, memos, or other materials will alter the at-will employment relationship or otherwise restrict Empower Memphis Career and College Prep's right to terminate an employee at any time for any reason.

Categories of employment:

Empower Memphis Career and College Prep complies with the Fair Labor Standards Act ("FLSA") and all other applicable federal and state wage and hour laws.

- Non-exempt employees: According to the FLSA, non-exempt employees are entitled to receive overtime pay at a rate of one and one half their regular rate for all hours worked in excess of forty (40) hours in a work week. Non-exempt employees' rates of pay are typically stated in terms of hourly rates. Non-exempt employees must accurately report hours worked each day and the total for each work week. Additionally, Non-exempt employees are prohibited from working "off the clock," even voluntarily. Non-exempt employees may not work overtime without the expressed consent of their supervisor, a principal, or the LEAD FOUNDER/CEO. Failure to obtain consent prior to working overtime may result in disciplinary action, up to and including termination. Hourly employees will be paid for all hours worked.

- Exempt employees: All other employees are considered exempt employees. Exempt employees' rates of pay may be stated in terms of a monthly or annual salary (although this

does not mean that such employees are employed for any definite period of time). Exempt employees are not compensated for overtime (i.e., hours in excess of 40 in a workweek).

In addition to the above categories, employees will belong to one or more of the categories below:

- Full-time: Over thirty (30) hours or above each week
- Part-time: Under thirty (30) hours each week
- Temporary employment: Employees who are hired for a specific time frame. Temporary/seasonal employees are not eligible to participate in employee benefits.

Harassment policy & procedure:

All employees must be able to work in an atmosphere free from discrimination and harassment. Empower Memphis Career and College Prep neither condones nor tolerates harassment of any type by any employee. This policy applies to all employee actions and relationships, regardless of position or gender. Empower Memphis Career and College Prep will promptly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Conduct can constitute harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of employment.
- Submission to or rejection of such conduct is used as the basis for personnel decisions, including appraisals, promotion, salary increases, and termination.
- Such behavior has the purpose or effect of interfering with an individual's performance on the job or creating an intimidating, hostile, or offensive working environment.

Any employee who has experienced or is aware of a situation that he or she believes to be harassing has a responsibility to report the situation immediately to a supervisor (Head of School, Director of Operations, and/or Lead Founder CEO.

All complaints of harassment will be investigated promptly, objectively, and as confidentially as possible. Employees are required to cooperate in any investigation. Retaliation against any employee for filing a complaint or participating in an investigation is prohibited and shall be cause for termination. Below are the complaint procedures for Empower Memphis staff.

Complaint Procedures:

Step 1: Filing the Complaint

Complaints are registered on the complaint form by Complainant. Complaints may also be verbally communicated with the Head of School and/or appropriate Leadership Team member(s); however, a record of a complaint must be in written form as indicated. If for any reason a complainant is unable to put a complaint in writing, the appropriate Leadership Team member(s) shall allow the complainant to record their complaint onto a

recorder to be transcribed and/or translated and affirmed by the complainant. Complaint forms shall be available in the main office of the school. The complaint should state the date of the complaint and a detailed statement of the circumstances, and the requested remedy. A complainant may include as much text as s/he feels is necessary to explain the complaint. The complainant shall be provided a copy of their complaint form and this complaint policy and procedure if complainant has not already received one.

Step 2: Investigation of the Complaint

The Head of School and/or appropriate Leadership Team member(s) will make all reasonable efforts to investigate complaint/problem within his/her authority. Investigation shall include, but not be limited to, interviews with the complainant and/or complaint's representative and any other person(s) believed to have relevant knowledge concerning the complaint.

Step 3: Response and Final Decision

The Head of School and/or appropriate Leadership Team member(s) shall remedy a valid complaint within a reasonable time period but not to exceed ten (10) working days from the date the complaint was received. The Head of School or appropriate Leadership Team member shall complete a written response/report within fifteen (15) working days of the initial filing and provide a copy to the complainant (if a response is requested by the complainant) as well as place a copy in the complaint log teacher/student file, if applicable.

The reported decision shall be written in English and in the language of the complainant whenever feasible or required by law.

The complainant's right to a prompt and equitable resolution of the complaint will not be affected by the complainant's pursuit of other remedies, such as the filing of a complaint with any outside entity.

Appeal Process

If a complainant does not believe that the Empower Memphisl has adequately addressed a formal complaint, the complainant may present the complaint to the Empower Memphis Boad of Directors. The Boad shall investigate and respond. If, after presentation of complaint to Empower Memphis Board of Directors, the individual or group determines that the Empower Memphis Board of Directors has not adequately addressed the complaint, the

complainant may present the case to the Memphis Shelby County Schools Office of the Charter, which shall investigate and respond, if so determined by them.

Background checks:
The Memphis Shelby County Schools requires fingerprinting and criminal background clearance for all employees. Willful falsification of employment documents or omission of information by applicants will result in the withdrawal of the offer of employment. Employees found to have falsified employment documents are subject to immediate termination. Fingerprint and background clearance must be received by Empower Memphis Career and College Prep before any employee may start work.

Immigration law compliance:
All offers of employment are contingent upon verification of the employee's authorization/right to work in the United States. Before employment commences, the employee will be asked to complete a Federal I-9 Employment Eligibility Form and provide supporting documentation. If the employee cannot verify his/her right to work in the United States, Empower Memphis Career and College Prep reserves the right to revoke the employment offer or terminate employment.

THE WORKPLACE:

Alcohol & drug-free workplace:
Empower Memphis Career and College Prep is committed to providing a drug-free and alcohol-free workplace. Empower Memphis Career and College Prep seeks to promote safety in the workplace, employee health and well-being, student and family confidence, and an environment conducive to attaining high work standards. The use of drugs and alcohol by employees jeopardizes these goals because it adversely affects health and safety, security, productivity, and public confidence and trust.

The bringing to the workplace, possession, or use of intoxicating beverages or drugs on any Empower Memphis Career and College Prep premises is prohibited and will result in disciplinary action up to and including termination.

Some work-related events (including those not sponsored by Empower Memphis Career and College Prep) may serve alcoholic beverages. All state and federal guidelines must be enforced during these events, and employees are expected to use good judgment in these situations.

If you believe you have a drug or alcohol problem, we encourage you to seek help. Empower Memphis Career and College Prep will handle all related discussions or referrals for treatment with strictest confidentiality. If you enter an alcohol or drug rehabilitation program voluntarily and request a leave of absence to do so, Empower Memphis Career and College Prep will make every reasonable effort to grant the leave.

All Empower Memphis Career and College Prep employees are subject to random drug testing.

Smoking:
In the interest of the health and safety of students and employees, smoking is prohibited on Empower Memphis Career and College Prep premises.

Attendance & tardiness:
Empower Memphis Career and College Prep depends heavily upon our employees, especially instructional staff. Accordingly, we expect employees to attend work as scheduled. Dependability, attendance, punctuality, and a commitment to do the job right are essential at all times.

Should an employee anticipate being absent or late, he or she should call and email his or her direct supervisor. If you are absent from work for longer than one day, you are expected to keep your supervisor informed of your situation. Excessive or unexcused absences or tardiness may result in disciplinary action up to and including termination.

Personal appearance:
Employees are expected to wear clothing appropriate for the nature of our organization and the type of work performed. Because each employee is a representative of Empower Memphis Career and College Prep in the eyes of the public, each employee must report to work properly groomed, wearing appropriate clothing and maintaining a professional appearance. Empower Memphis Career and College Prep will work to accommodate any religious appearance requirements if doing so will not place an undue burden on Empower Memphis Career and College Prep.

Empower Memphis Career and College Prep Leadership may establish specific dress-codes, but the following are generally regarded as inappropriate while school is in session: cut-off shorts, flip flops, revealing clothing, clothing that is too tight or otherwise interferes with students' learning or degrades the image of the school. If Empower Memphis Career and College Prep leadership deems an employee's attire unsuitable, he or she may ask the employee to return home and change.

Conflict of interest:
All employees must avoid situations involving actual or potential conflict of interest.

An employee involved in any relationships or situations that may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to his or her immediate supervisor for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, Empower Memphis Career and College Prep may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts constitute grounds for disciplinary action.

All employees will avoid any action, whether or not specifically prohibited by this policy, that might result in or create the appearance of using employment with Empower Memphis Career and College Prep or influence on Empower Memphis Career and College Prep decision-making for private gain.

The organization recognizes the right of employees to engage in activities outside of their employment that are of a private nature and unrelated to our business. Any outside employment should be promptly disclosed to your immediate supervisor. In certain circumstances, outside employment will be approved, if it does not conflict with Empower Memphis Career and College Prep's mission or the employee's work at Empower Memphis Career and College Prep.

Political engagement:
Empower Memphis Career and College Prep is a non-partisan organization. Employees may engage in partisan and election political activities. However, employees must not use their title or employment status with Empower Memphis Career and College Prep. Only the ED or those approved by the ED may represent Empower Memphis Career and College Prep in any official capacity during these private activities.

Safety:
Empower Memphis Career and College Prep is committed to providing a safe environment and complying with all workplace safety requirements. Employees are responsible for familiarizing themselves with Empower Memphis Career and College Prep safety/security rules and practices.

- Employees should know the location of all alarms and fire extinguishers and the proper procedure for using those tools in the event of an emergency.
- Employees should ensure the fire evacuation procedure is posted in classrooms/offices and know their role in an emergency evacuation of the building.
- Employees should properly secure all entrances and equipment upon leaving an Empower Memphis Career and College Prep facility.

Weapons:
Empower Memphis Career and College Prep prohibits all persons, including employees, who enter Empower Memphis Career and College Prep property from carrying a handgun, firearm, knife, or other weapon as defined in TCA § 39-17-1309 regardless of whether the person is licensed to carry the weapon or not. This includes "carry" permits. The only exception to this policy will be police officers, security guards, or other persons who have been given written consent by Empower Memphis Career and College Prep to carry a weapon on Empower Memphis Career and College Prep premises as part of their official duties. Employees who violate this policy are subject to disciplinary action and may be referred to the appropriate legal authorities for prosecution.

TECHNOLOGY & MEDIA

Equipment:
Empower Memphis Career and College Prep provides employees access to technology such as computers, phones, email, cameras, and copy machines. Empower Memphis Career and College Prep property should be primarily used for conducting Empower Memphis Career and College Prep business. Please treat your Empower Memphis Career and College Prep issued equipment with the same care and respect that you would treat your own property.

Empower Memphis Career and College Prep often purchases accidental damage protection and extended warranties for its technology equipment. However, if an employee demonstrates

negligence or a consistent track record of damage/loss, Empower Memphis Career and College Prep may require an employee to replace or furnish his/her own device at his/her own expense.

Appropriate personal use of computers and other systems is permitted, but communications will be treated no different than other business-related information and messages as described below.

Communications:
Employees shall not use Empower Memphis Career and College Prep email addresses to solicit for commercial ventures, religious, or political causes. Additionally, employees may not use the internet or email systems for any disruptive or offensive messages, such as messages that contain sexual implications, racial slurs, gender-specific comments, or any other comments that address a person's age, sexual orientation, religious or political beliefs, national origin, or disability.

The internet may not be used to send (upload) or receive (download) copyrighted materials without authorization.

Empower Memphis Career and College Prep maintains the right to enter into any company-issued electronic systems, including voicemail, email, text messages, and computer systems, and to inspect and review any data recorded in those systems.

Employees should not assume that information messages or content stored on any Empower Memphis Career and College Prep device are private or that Empower Memphis Career and College Prep representatives will not access or review this information. The contents of computers, voicemail, and e-mail may be disclosed as necessary by Empower Memphis Career and College Prep to satisfy public records requests.

Social Media:
Empower Memphis Career and College Prep respects the right of its employees to express themselves through social media outlets. However, Empower Memphis Career and College Prep has an interest in protecting its brand and executing a communications strategy.

Postings authorized by Empower Memphis Career and College Prep : Empower Memphis Career and College Prep manages several social media accounts for informational and promotional purposes. Only employees authorized by relevant Empower Memphis Career and College Prep leadership may use social media accounts to conduct official Empower Memphis Career and College Prep communications. Employees should not post any pictures of students and should refrain from posting any kind of student data/information that is personally identifiable.

Other postings : Employees are encouraged to resolve workplace grievances internally, and should refrain from posting comments and materials that could be viewed as malicious, obscene, threatening, intimidating, or that could create a hostile environment on the basis of race, sex, disability, religion, or any other status protected by law if they choose to address the grievance using social media.

Employees should refrain from using their position or the nature of business at Empower Memphis Career and College Prep to engage in online discussions. Employees are prohibited from impersonating Empower Memphis Career and College Prep, making statements purportedly on its behalf without authorization, or making statements that can be construed as establishing Empower Memphis Career and College Prep's official position or policy on any particular issue. Where relevant, an employee must include a disclaimer that his/her views and opinions do not necessarily reflect the view of the organization or management.

Employees are further prohibited from disclosing confidential information regarding Empower Memphis Career and College Prep on social media, or using social media to otherwise violate any terms of this handbook or other agreement the employee has entered into with Empower Memphis Career and College Prep.

Always remember, posted information is public information.

Interaction with Media:
All media inquiries regarding Empower Memphis Career and College Prep and its operations must be referred to the Lead Founder/CEO. Only these Empower Memphis Career and College Prep leaders are authorized to make or approve public statements pertaining to Empower Memphis Career and College Prep. If you are contacted by the media about a Empower Memphis Career and College Prep matter, please decline comment unless previously authorized by the ED or his/her designee.

In the interest of protecting the privacy rights of students and parents and preserving the instructional environment of our school, Empower Memphis Career and College Prep will grant media access to students only upon prior consent from a parent/guardian.

COMPENSATION & BENEFITS

Pay schedule and format:
Empower Memphis Career and College Prep pays its employees on a bi-weekly schedule. Pay stubs include the total number of regular, overtime hours, special pay for non-worked hours, rate of pay, any deductions authorized by you and the deductions required by law (Federal Income Tax, Social Security, and Medicare Tax). To better facilitate timely disbursement, Empower Memphis Career and College Prep strongly encourages its employees to enroll in direct deposit.

If there is an error on your paycheck please report it to the Director of Operations.

Withholdings:
Empower Memphis Career and College Prep is required by law to make certain deductions from every employee's compensation, including applicable federal, state, and local income taxes. Medicare and Social Security taxes also must be deducted from each employee's earnings. Empower Memphis Career and College Prep contributes the employer portion of Medicare and Social Security payroll taxes.

The organization offers its employees certain programs and benefits beyond those required by law. Eligible employees may voluntarily authorize deductions from their paychecks to cover the costs of participation in these programs. Contact your supervisor with questions concerning deductions and how they are calculated.

Every deduction from your paycheck is explained on your pay stub. If you do not understand the deductions, ask the Director of Operations to explain them to you.

Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Director of Operations and to fill out a new W-4 form. At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Wage Attachments and Garnishments:

Under normal circumstances, Empower Memphis Career and College Prep will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments or levies that may require Empower Memphis Career and College Prep, by law, to withhold part of your earnings in their favor

Benefits:

Medical, Dental, Vision: Empower Memphis Career and College Prep plans to contribute $5,000 towards medical, $300 towards dental, and d $75 towards vision insurance for full time employees.

Retirement: Empower Memphis Career and College Prep has a 10.30% employer contribution for 20% of instructional staff as Legacy-eligible employees and 9.0% employer contribution for 80% of instructional staff as Hybrid-eligible employees through the Tennessee Consolidated Retirement System (TCRS). All non-instructional and administrative staff who are ineligible for either teacher plan are assumed at 6% employer contribution as is required by the TCRS Classified plan.

Paid Time Off (PTO): Holidays and Personal Days

The master calendar should be consulted for all federal and Empower Memphis Career and College Prep-designated holidays. In addition, employees have 10 Paid Time Off (PTO)days within one school year. Employees may take PTO off for any purpose including rest, relaxation, illness/sickness, or any other personal necessity reason (other than bereavement, jury duty, or maternity/paternity leave which are covered by other policies). Employees will lose and not be paid for any unused PTO at the end of the calendar year.

Prior to requesting time off, a supervisor should be consulted to coordinate personal days in order to minimize multiple staff being out on the same day in a given grade level. Employees are also asked to not use 3 or more planned PTOs consecutively. PTO days cannot be rolled over into the next calendar year.

Bereavement leave:
Regular employees are eligible for up to one week of paid bereavement leave to attend the funeral of an "immediate family" member. An "immediate family member" is generally defined as mother, father, spouse, domestic partner, son, daughter, or step-family. An employee should discuss the need for bereavement leave with their manager as soon as practical after the employee learns of the need for the leave.

Worker's compensation:
If you are injured on the job, a portion of your wages may be protected under Empower Memphis Career and College Prep's paid worker's compensation coverage. In addition to continuing your wages for lost time, workers' compensation coverage may also assume the responsibility of paying medical expenses that are related to the covered injury.

In the event you are hurt on the job, you must immediately report the injury to your school leader, who will help you file a claim and instruct you on the proper procedures to follow. All workers' compensation claims should be reported immediately. Failure to report an injury promptly may lead to a reduction or denial of workers' compensation benefits.

Jury duty:
Employees who serve on a jury, and provide written documentation, will be paid for the time spent on jury duty at their current rate. Empower Memphis Career and College Prep requests that its employees stay in close contact with their supervisors to advise them on their status and timeline for a return to work as it relates to jury duty. For the purposes of overtime calculation for hourly employees, time off for jury duty will not count towards actual hours worked.

Time off to Vote:
If an employee does not have sufficient time outside of working hours to vote, schedules may be adjusted as needed to ensure that the employee is able to cast a vote in a governmental election. Please notify your supervisor as early as possible if you anticipate the need to adjust your schedule to vote.

Military leave:
An employee who is a member of the United States Army, Navy, Air Force, Marines, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave of absence for military service, training or related obligations in accordance with applicable law. Employees on military leave may substitute their accrued paid leave time for unpaid leave.

At the conclusion of the leave, upon the satisfaction of certain conditions, an employee generally has a right to return to the same position he or she held prior to the leave or to a position with

seniority, status and pay that the employee is qualified to perform. Contact Empower Memphis Career and College Prep for additional exclusions and terms as defined by federal and state law requirements.

Personal leave of absence:

The provisions and terms of the FMLA will control a requested leave of absence to eligible employees. To the extent that an employee and a requested leave is covered under Tennessee Code Annotated section 4-21-408, the provisions and terms of Tennessee Code Annotated section 4-21-408 will control a requested leave of absence.

If the FMLA does not cover an employee or an employee's requested leave, an employee may nonetheless be granted a leave of absence in situations in which Empower Memphis Career and College Prep determines that an extended period of time away from the job will be in the best interest of the employee and the Empower Memphis Career and College Prep.

Requests for a leave of absence or any extension of a leave should be submitted in writing to the employee's supervisor at least thirty days before the beginning of the leave period, or as soon as practicable. The final decision concerning the request will be made by the ED or his or her designee. All employees on approved leave are expected to report any change of status in their need for leave or their intention to return to work to their supervisor as soon as practicable.

Employees on personal leave will be required to use all unused PTO while on leave. Empower Memphis Career and College Prep will continue health insurance and other benefits to employees on leave for no longer than 12 weeks from the beginning date of leave so long as the employee continues to pay any employee portion of the contribution. Benefits that accrue according to the length of service, such as paid vacation, holiday, personal, and sick days, do not accrue during periods of leave.

Employees returning from a personal leave due to an illness or injury must provide a return-to-work certification from their physician. Any restrictions must be noted on the release.

Employees on an authorized personal leave of absence may not perform work for any other employer, unless approved by Empower Memphis Career and College Prep prior to leave.

It is possible that an employee returning from a personal leave of absence may not be returned to the same job position he or she held before taking leave. Empower Memphis Career and College Prep will do its best to return employees to a same or similar position, but it cannot guarantee any positions will be available upon employee's return. If an employee fails to return to work at the conclusion of an approved leave of absence, including any extension of the leave time, the employee will be considered to have voluntarily terminated employment with Empower Memphis Career and College Prep, unless prohibited by any state or federal law.

Maternity/paternity leave:

Empower Memphis Career and College Prep strives to be a family-friendly work environment and desires to work with faculty members needing maternity and paternity leave to support the addition of a new family member.

- The primary caregiver is entitled to take up to 16 weeks off for the birth or adoption of a child. Empower Memphis Career and College Prep will provide payment for 8 weeks plus any unused PTO if requested.
- The non-primary caregiver may take up to 2 weeks of paid leave after the birth or adoption of a child.
- Health care benefits will be provided for the entire leave so long as the employee continues to pay any employee portion of the contribution.

PERFORMANCE EVALUATION & REVIEW

General standards of conduct:

Empower Memphis Career and College Prep expects its employees to act in a professional and responsible manner at all times. The following list provides examples of the conduct that Empower Memphis Career and College Prep will not tolerate and may merit disciplinary action, up to and including termination, even for a first offense. This list is not exclusive or comprehensive and provides examples of conduct that may result in disciplinary action:

- Insubordination or refusal to follow instructions properly issued by the employee's supervisor regarding the employee's work
- Violation of safety and security rules
- The release of confidential documents/information about the organization, its students, or employees
- Negligence or careless action that endangers the lives or well-being of another person
- Theft or unauthorized possession of Empower Memphis Career and College Prep property, the property of an Empower Memphis Career and College Prep employee, or the property of an Empower Memphis Career and College Prep student
- Fighting, any act of violence, or any threat of violence on company property or while performing work for the organization
- Dishonesty, misrepresentation, or falsification of an employment application or other Empower Memphis Career and College Prep document
- Careless work or repeated failure to meet quality standards
- Harassment of any kind
- Failure to cooperate in or interfering with an Empower Memphis Career and College Prep investigation

Employment guidelines:

Violations of Empower Memphis Career and College Prep policy, whether written in the Employee Handbook, written elsewhere, or otherwise transmitted to employees, as well as other unacceptable behavior by employees may lead to disciplinary action, up to and including termination. Possible types of disciplinary action may include: a verbal warning, written warning, suspension, and termination. Management, in its sole discretion, may warn, reassign, suspend, or

discharge any employee at will. The guidelines listed above may or may not be used in the order presented, depending on the severity of the action or behavior. Empower Memphis Career and College Prep reserves the right to skip any step in its disciplinary process, depending on the severity of the offense, at Empower Memphis Career and College Prep's sole discretion.

Performance improvement may be suggested whenever Empower Memphis Career and College Prep management believes that an employee's performance is less than satisfactory and can be resolved through adequate counseling. Corrective counseling is at the discretion of Empower Memphis Career and College Prep. Empower Memphis Career and College Prep reserves the right to discharge "at will." Even if corrective counseling is implemented, Empower Memphis Career and College Prep may terminate employment at any step at the discretion of management.

Performance reviews:
The Lead Founder/CEO will be evaluated by the Board of Directors. All other employees will be evaluated by the Lead Founder/CEO or his or her designee or both. Empower Memphis Career and College Prep will document and communicate the official written Evaluation to all employees.

Employee records:
Employee personnel records are the property of Empower Memphis Career and College Prep. Please keep your supervisor advised of changes that should be reflected in your personnel file, including change in contact information, marital status, number of dependents, and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable Empower Memphis Career and College Prep to contact you should the change affect your other records.

Empower Memphis Career and College Prep restricts disclosure of your personnel file to authorized individuals within Empower Memphis Career and College Prep or other individuals outside of Empower Memphis Career and College Prep, as required by law or business purposes. Only the Lead Founder/CEO or his or her designee is authorized to release information about current or former employees. All personnel files are the property of Empower Memphis Career and College Prep and will be kept confidential to the extent allowed by the law. However, Empower Memphis Career and College Prep will cooperate with requests from authorized law enforcement or local, state, or federal agencies conducting official investigations or as otherwise legally required.

Acknowledgment of Receipt of the Employee Handbook

I acknowledge that I have received a copy of Empower Memphis Career and College Prep Employee Handbook for the 2024-2025 academic year. I have read and understand the contents of this handbook and will act in accord with these policies and procedures as a condition of my employment with Empower Memphis Career and College Prep. I understand that if I have questions or concerns at any time about the handbook or the Standards of Conduct, I will consult my immediate supervisor. I also acknowledge that the handbook contains an employment-at-will provision that states:

- Either Empower Memphis Career and College Prep or I can terminate my employment relationship at any time, with or without cause, and with or without notice;
- That this employment-at-will relationship is in effect regardless of any other written statements or policies contained in this handbook, in any other Empower Memphis Career and College Prep documents, or in any verbal statements to the contrary; and
- I understand that the contents of this employee handbook are simply policies and guidelines, not a contract or implied contract with employees. The contents of the employee handbook may change at any time.

Please read this Handbook and these employee Standards of Conduct carefully to understand these conditions of employment before you sign this document.

_____

Employee Signature

_____

Date

_____

Employee Name (Please Print)

Attachment J: Insurance Coverage

January 13th, 2023

To Whom it May Concern:

Please be advised that we certify and confirm that Empower Memphis Career and College Prep will have, at minimum, the following insurance coverage in place prior to opening. Certificates of Insurance will be provided accordingly.

- General Liability/Automobile Liability: Equal to or greater than $5,000,000. This insurance shall be primary and non-contributory and will name Memphis Shelby County Schools /TDOE as an additional insured. The policy will cover contractual liability and will cover vehicles owned, hired and non-owned.

- Professional Liability: Teachers Professional Liability equal to or greater than $1,000,000

- Directors & Officers Liability: Equal to or greater than $5,000,000

- Workers Compensation: Statutory coverage including employers liability limits greater than or equal to the state minimum limits of $100,000

- Property & Boiler & Machinery Coverage: The policy will insure any owned and rented property on a replacement cost basis with no coinsurance penalty provision

- Sexual Abuse: limits greater than or equal to $1,000,000

- 10 days' notice of cancellation in favor of Memphis Shelby County Schools/TDOE will be included

Please let us know if you have further questions or require any additional documentation.

Best Regards,
Jacqueline La Font

Jacqueline LaFont
Principal
615-973-1393
jlafont@com-ins.com

Attachment N: Budget and Planning Worksheet (TISA)

TISA - FY24 Projections								
Element	**Amount**		**Students/Services**					**Funding**
Base	$6,860.00	x	100.00			.=		686000
WEIGHTS	**Weight**		**Students/Services**					**Funding**
Economically Disadvantaged	25%	x	75.00	x	$6,860	.=		128625
Concentrated Poverty	5%	x	100.00	x	$6,860	.=		34300
Small	5%	x	0.00	x	$6,860	.=		0
Sparse	5%	x	0.00	x	$6,860	.=		0
ULN 1	15%	x	0.00	x	$6,860	.=		0
ULN 2	20%	x	0.00	x	$6,860	.=		0
ULN 3	40%	x	5.00	x	$6,860	.=		13720
ULN 4	60%	x	1.00	x	$6,860	.=		4116
ULN 5	70%	x	1.00	x	$6,860	.=		4802
ULN 6	75%	x	5.00	x	$6,860	.=		25725
ULN 7	80%	x	0.00	x	$6,860	.=		0
ULN 8	100%	x	0.00	x	$6,860	.=		0
ULN 9	125%	x	0.00	x	$6,860	.=		0
ULN 10	150%	x	0.00	x	$6,860	.=		0
DIRECT								
K-3 Literacy	$500.00	x	100.00			.=		$50,000.00
4th Grade Tutoring	$500.00	x	0.00			.=		$0.00
CTE	$5,000.00	x	0.00			.=		$0.00
Charter	$274.40	x	100.00			.=		$27,440.00
ACT	$185.34	x	0.00			.=		$0.00
OTHER FUNDING								
Outcomes							Calculated annually	
Fast-Growing							Calculated annually	
Salary Equity							Calculated annually	
TOTAL								**$974,728.00**

TISA - FY24 Projections								
Element	**Amount**		**Students/Services**					**Funding**
Base	$6,860.00	x	150.00			.=		1029000
WEIGHTS	**Weight**		**Students/Services**					**Funding**
Economically Disadvantaged	25%	x	112.50	x	$6,860	.=		192937.5
Concentrated Poverty	5%	x	150.00	x	$6,860	.=		51450
Small	5%	x	0.00	x	$6,860	.=		0
Sparse	5%	x	0.00	x	$6,860	.=		0
ULN 1	15%	x	0.00	x	$6,860	.=		0
ULN 2	20%	x	0.00	x	$6,860	.=		0
ULN 3	40%	x	7.50	x	$6,860	.=		20580
ULN 4	60%	x	1.50	x	$6,860	.=		6174
ULN 5	70%	x	1.50	x	$6,860	.=		7203
ULN 6	75%	x	7.50	x	$6,860	.=		38587.5
ULN 7	80%	x	0.00	x	$6,860	.=		0
ULN 8	100%	x	0.00	x	$6,860	.=		0
ULN 9	125%	x	0.00	x	$6,860	.=		0
ULN 10	150%	x	0.00	x	$6,860	.=		0
DIRECT								
K-3 Literacy	$500.00	x	150.00			.=		$75,000.00
4th Grade Tutoring	$500.00	x	0.00			.=		$0.00
CTE	$5,000.00	x	0.00			.=		$0.00
Charter	$274.40	x	150.00			.=		$41,160.00
ACT	$185.34	x	0.00			.=		$0.00
OTHER FUNDING								
Outcomes							Calculated annually	
Fast-Growing							Calculated annually	
Salary Equity							Calculated annually	
TOTAL								**$1,462,092.00**

TISA - FY24 Projections								
Element	**Amount**		**Students/Services**					**Funding**
Base	$6,860.00	x	200.00			.=		1372000
WEIGHTS	**Weight**		**Students/Services**					**Funding**
Economically Disadvantaged	25%	x	150.00	x	$6,860	.=		257250
Concentrated Poverty	5%	x	200.00	x	$6,860	.=		68600
Small	5%	x	0.00	x	$6,860	.=		0
Sparse	5%	x	0.00	x	$6,860	.=		0
ULN 1	15%	x	0.00	x	$6,860	.=		0
ULN 2	20%	x	0.00	x	$6,860	.=		0
ULN 3	40%	x	10.00	x	$6,860	.=		27440
ULN 4	60%	x	2.00	x	$6,860	.=		8232
ULN 5	70%	x	2.00	x	$6,860	.=		9604
ULN 6	75%	x	10.00	x	$6,860	.=		51450
ULN 7	80%	x	0.00	x	$6,860	.=		0
ULN 8	100%	x	0.00	x	$6,860	.=		0
ULN 9	125%	x	0.00	x	$6,860	.=		0
ULN 10	150%	x	0.00	x	$6,860	.=		0
DIRECT								
K-3 Literacy	$500.00	x	200.00			.=		$100,000.00
4th Grade Tutoring	$500.00	x	45.00			.=		$22,500.00
CTE	$5,000.00	x	0.00			.=		$0.00
Charter	$274.40	x	200.00			.=		$54,880.00
ACT	$185.34	x	0.00			.=		$0.00
OTHER FUNDING								
Outcomes							Calculated annually	
Fast-Growing							Calculated annually	
Salary Equity							Calculated annually	
TOTAL								**$1,971,956.00**

TISA - FY24 Projections								
Element	**Amount**		**Students/Services**					**Funding**
Base	$6,860.00	x	250.00			.=		1715000
WEIGHTS	**Weight**		**Students/Services**					**Funding**
Economically Disadvantaged	25%	x	187.50	x	$6,860	.=		321562.5
Concentrated Poverty	5%	x	250.00	x	$6,860	.=		85750
Small	5%	x	0.00	x	$6,860	.=		0
Sparse	5%	x	0.00	x	$6,860	.=		0
ULN 1	15%	x	0.00	x	$6,860	.=		0
ULN 2	20%	x	0.00	x	$6,860	.=		0
ULN 3	40%	x	12.50	x	$6,860	.=		34300
ULN 4	60%	x	2.50	x	$6,860	.=		10290
ULN 5	70%	x	2.50	x	$6,860	.=		12005
ULN 6	75%	x	12.50	x	$6,860	.=		64312.5
ULN 7	80%	x	0.00	x	$6,860	.=		0
ULN 8	100%	x	0.00	x	$6,860	.=		0
ULN 9	125%	x	0.00	x	$6,860	.=		0
ULN 10	150%	x	0.00	x	$6,860	.=		0
DIRECT								
K-3 Literacy	$500.00	x	250.00			.=		$125,000.00
4th Grade Tutoring	$500.00	x	45.00			.=		$22,500.00
CTE	$5,000.00	x	0.00			.=		$0.00
Charter	$274.40	x	250.00			.=		$68,600.00
ACT	$185.34	x	0.00			.=		$0.00
OTHER FUNDING								
Outcomes							Calculated annually	
Fast-Growing							Calculated annually	
Salary Equity							Calculated annually	
TOTAL								**$2,459,320.00**

TISA - FY24 Projections								
Element	**Amount**		**Students/Services**					**Funding**
Base	$6,860.00	x	300.00			.=		2058000
WEIGHTS	**Weight**		**Students/Services**					**Funding**
Economically Disadvantaged	25%	x	225.00	x	$6,860	.=		385875
Concentrated Poverty	5%	x	300.00	x	$6,860	.=		102900
Small	5%	x	0.00	x	$6,860	.=		0
Sparse	5%	x	0.00	x	$6,860	.=		0
ULN 1	15%	x	0.00	x	$6,860	.=		0
ULN 2	20%	x	0.00	x	$6,860	.=		0
ULN 3	40%	x	15.00	x	$6,860	.=		41160
ULN 4	60%	x	3.00	x	$6,860	.=		12348
ULN 5	70%	x	3.00	x	$6,860	.=		14406
ULN 6	75%	x	15.00	x	$6,860	.=		77175
ULN 7	80%	x	0.00	x	$6,860	.=		0
ULN 8	100%	x	0.00	x	$6,860	.=		0
ULN 9	125%	x	0.00	x	$6,860	.=		0
ULN 10	150%	x	0.00	x	$6,860	.=		0
DIRECT								
K-3 Literacy	$500.00	x	300.00			.=		$150,000.00
4th Grade Tutoring	$500.00	x	45.00			.=		$22,500.00
CTE	$5,000.00	x	0.00			.=		$0.00
Charter	$274.40	x	300.00			.=		$82,320.00
ACT	$185.34	x	0.00			.=		$0.00
OTHER FUNDING								
Outcomes							Calculated annually	
Fast-Growing							Calculated annually	
Salary Equity							Calculated annually	
TOTAL								**$2,946,684.00**

Enrollment	ULN 1	ULN 2	ULN 3	ULN 4	ULN 5	ULN 6	ULN 7	ULN 8	ULN 9	ULN 10	SPED	ELL		
100	0	0	10	2	1.5	8	0	0	0	0	10%	2%	10	2
150	0	0	12	3	1.8	12	0	0	0	0	10%	2%	15	3
200	0	0	15	4	2	15	0	0	0	0	10%	2%	20	4
250	0	0	18	5	2.2	18	0	0	0	0	10%	2%	25	5
300	0	0	19	5	2.6	19	0	0	0	0	10%	2%	30	6

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
Enrollment	**100**	**150**	**200**	**250**	**300**
SPED %	**10%**	**10%**	**10%**	**10%**	**10%**
ELL %	**2%**	**2%**	**2%**	**2%**	**2%**
ULN 1	0	0	0	0	0
ULN 2	0	0	0	0	0
ULN 3	5	7.5	10	12.5	15
ULN 4	1	1.5	2	2.5	3
ULN 5	1	1.5	2	2.5	3
ULN 6	5	7.5	10	12.5	15
ULN 7	0	0	0	0	0
ULN 8	0	0	0	0	0
ULN 9	0	0	0	0	0
ULN 10	0	0	0	0	0

TISA

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
Enrollment	**100**	**150**	**200**	**250**	**300**
TISA Base	$686,000	$1,029,000	$1,372,000	$1,715,000	$2,058,000
TISA Weights	$211,288	$316,932	$422,576	$528,220	$633,864
TISA Direct	$77,440	$116,160	$177,380	$216,100	$254,820
TISA Other	$0	$0	$0	$0	$0
TISA Total	**$974,728**	**$1,462,092**	**$1,971,956**	**$2,459,320**	**$2,946,684**
TISA Base PP	$6,860	$6,860	$6,860	$6,860	$6,860
TISA Weights PP	$2,113	$2,113	$2,113	$2,113	$2,113
TISA Direct PP	$774	$774	$887	$864	$849
TISA PP	*$9,747*	*$9,747*	*$9,860*	*$9,837*	*$9,822*
LE Total	**$140,000**	**$210,000**	**$280,000**	**$350,000**	**$420,000**
LE PP	$1,400	$1,400	$1,400	$1,400	$1,400
TISA + LE Total	**$1,114,728**	**$1,672,092**	**$2,251,956**	**$2,809,320**	**$3,366,684**
Total PP	*$11,147*	*$11,147*	*$11,260*	*$11,237*	*$11,222*

97% ADM	Year 1	Year 2	Year 3	Year 4	Year 5
TISA Base	$665,420	$998,130	$1,330,840	$1,663,550	$1,996,260
TISA Weights	$204,949	$307,424	$409,899	$512,373	$614,848
TISA Direct	$75,117	$112,675	$172,059	$209,617	$247,175
TISA Total	**$945,486**	**$1,418,229**	**$1,912,797**	**$2,385,540**	**$2,858,283**
LE Total	**$135,800**	**$203,700**	**$271,600**	**$339,500**	**$407,400**
TISA + LE Total	**$1,081,286**	**$1,621,929**	**$2,184,397**	**$2,725,040**	**$3,265,683**
Total PP	*$11,147*	*$11,147*	*$11,260*	*$11,237*	*$11,222*

Rates	
Local Extra PP	$1,400
ADM	0.97

New Charter School Application Budget Template Instructions

Template Tabs

1) Proposed School Information	Enter proposed school name, contact information, and proposed year of opening
2) Student Assumptions	Enter enrollment and key student demographic information assumptions
3) Pre-Opening Budget	Enter budget details and assumptions for 12 month period prior to Year 1
4) Pre-Opening Cash Flow	Enter cash flow details and assumptions for 12 month period prior to Year 1
5) Years 1-10 Staff Assumptions	Enter staffing assumptions; assumptions will drive over tabs
6) Year 1 Budget	Enter budget details and assumptions for Year 1
7) Year 1 Cash Flow	Enter cash flow details and assumptions for Year 1 (July to June 12 month period)
8) Years 2 through 10 Budget	Enter budget details and assumptions for Years 2 through 5
9) Summary	Informational; enter a starting fund balance if applicable

Template Guidance

Input financial information into light yellow cells

Input assumption information or notes into light green cells

Provides additional information or instruction for specific tab or section of tab

Cells with red comment tag include additional guidance and instruction

information for the proposed charter school. You may add additional worksheets to this workbook to otherwise supplement the information being provided on the existing worksheets.

Developed in partnership with

Tennessee Charter School Center

edtec
Business and Development Specialists for Charter Schools

Template Version 12152022

Empower Memphis Career and College Prep
New Charter School Application Budget Template
Proposed School Information

Proposed School Name	Empower Memphis Career and College Prep
Lead Sponsor Name	Muna Olaniyi
Lead Sponsor E-mail Address	molaniyi@fellow.bes.org
Lead Sponsor Phone Number	301-237-2158
CMO/EMO Affiliation	NA

Proposed Authorizer	Memphis Shelby County Schools
Proposed Opening Grade Level(s)	K-2
Proposed Final Grade Level(s)	8
Proposed First Year of Operations	2024-25

	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Enrollment	100	150	200	250	300

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

Empower Memphis Career and College Prep
New Charter School Application Budget Template
Student Assumptions

	Enrollment Assumptions				
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	2024-25	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	50	50	50	50	50
1st Grade	25	50	50	50	50
2nd Grade	25	25	50	50	50
3rd Grade	0	25	25	50	50
4th Grade	0	0	25	25	50
5th Grade	0	0	0	25	25
6th Grade	0	0	0	0	25
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total Enrollment (excluding Pre-Kindergarten)	**100**	**150**	**200**	**250**	**300**
Change in Net Enrollment	**100**	**50**	**50**	**50**	**50**

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

	Other Key Assumptions Enter Estimated Percentages				
SPED %	10%	10%	10%	10%	10%
SPED Count	**10**	**15**	**20**	**25**	**30**
ELL %	2%	2%	2%	2%	2%
ELL Count	**2**	**3**	**4**	**5**	**6**

Anticipated Paid %	25%	25%	25%	25%	25%
Anticipated Reduced %	10%	10%	10%	10%	10%
Anticipated Free %	65%	65%	65%	65%	65%
Anticipated Paid Count	**25**	**37**	**50**	**62**	**75**
Anticipated Reduced Count	**10**	**15**	**20**	**25**	**30**
Anticipated Free Count	**65**	**98**	**130**	**163**	**195**
Total Free and Reduced Count	**75**	**113**	**150**	**188**	**225**
School Days	180	180	180	180	180
Attendance Rate	95%	95%	95%	95%	95%

Empower Memphis Career and Co
New Charter School Application Bud
Pre-Opening Budget

		Year 0 2023-24
Federal Revenues	**Rate/Assumption**	**Amount**
CSP Startup Grant	$200,000	$200,000
Fundraising & Philanthropy		
BES Start-up Grant	$100,000	$100,000
New School Venture Fund Start-up Grant	$100,000	$100,000
Charter School Growth Fund	$250,000	$250,000
Other		$0
Other		$0
Total Revenues		**650,000**

		Year 0
		2023-24
Administrative Staff	**FTE Count**	
Principal/School Leader	1.00	$90,000
Assistant Principal	0.50	$35,000
Special Education Coordinator	0.00	$0
Deans, Directors	0.50	$35,000
Other (Specify in Assumptions)	0.00	$0
Total Administrative Compensation	**2.00**	**160,000**
Instructional Staff		
Teachers	0.00	$0
Special Education Teachers	0.00	$0
Eduacational Assistants/Aides	0.00	$0
Elective Teachers	0.00	$0
Other (Specify in Assumptions)	0.00	$0
Total Instructional Compensation	**0.00**	**-**
Non-Instructional Staff		
Clerical Staff	0.00	$0
Custodial Staff	0.00	$0
Operations	0.00	$0
Social Workers/Counseling	0.00	$0
Other (Specify in Assumptions)	0.00	$0
Total Non-Instructional Compensation	**0.00**	**-**
Bonus		-
Other Non FTE Compensation		-
Other Non FTE Compensation		-
Other Non FTE Compensation		-
Total FTE Count	**2.00**	
Total Compensation		**160,000**

		Year 0
		2023-24
	Base Assumption	
Social Security	6.20%	$9,920
Medicare	1.45%	$2,320
State Unemployment	2.70%	$520
Disability/Life Insurance	0.10%	$160
Workers Compensation Insurance	0.25%	$400
Other Fringe Benefits	0.00%	$0
	$5,000	$10,000
	$300	$600
	$75	$150
	0.00%	$0
Total Employer Benefits & Taxes		**24,070**

		Year 0
		2023-24
Contracted Services		
Professional Development	$15,000	$15,000
Financial Services	$2,000	$6,000
Audit Services	$0	$0
Legal Fees	$5,000	$5,000
Copier Lease and Usage	$0	$0
Internet and Phone Service	$750	$750
Substitute Services	$0	$0
Payroll Services	$7,200	$7,200

Health Services	$0	$0
Transportation	$0	$0
IT Services	$0	$0
Contracted SPED Services	$0	$0
Insurance	$2,500	$2,500
Postal Charges	$0	$0
Bank Charges	$500	$500
Supplies & Materials		
Textbooks and Instructional Supplies	$0	$0
Education Software	$0	$0
Student Supplies	$0	$0
Faculty Supplies	$0	$0
Library Books	$0	$0
Testing & Evaluation	$0	$0
Student Laptops	$200	$16,000
Faculty Laptops	$500	$6,750
Office Supplies	$500	$500
Printing Paper	$0	$0
Marketing Materials	$2,500	$2,500
Student Uniforms	$0	$0
Gifts & Awards - Students	$0	$0
Gifts & Awards - Teachers and Staff	$0	$0
Health Supplies	$0	$0
Facility Related Expenses		
Rent	$6	$5,000
Utilities	$2	$1,667
Custodial	$1,000	$1,000
Waste	$200	$200
Faculty Furniture	$400	$1,200
Student Furniture	$200	$20,000
Internet/Network Equipment	$20,000	$20,000
Other Equipment	$4,000	$16,000

Building Decorum	$0	$0
Tenant Improvements	$120,000	$120,000
Security	$0	$0
Other	$0	$0
Other	$0	$0
Other	$0	$0
Other	$0	$0

Other Charges

Staff Recruitment	$5,000	$5,000
Student Recruitment & Community Engagement	$5,000	$5,000
Parent & Staff Meetings	$1,500	$1,500
Authorizer Fee	$0	$0
Background checks	$40	$520

Debt Service

Other	$0	$0
Other	$0	$0
Other	$0	$0
Other	$0	$0
Other	$0	$0

Total Operating Expenses	**259,787**
Total Expenses	**443,856**

llege Prep
get Template

Revenue Assumptions

Assumption Notes

Empower will apply for full $750K CSP but budget to use only $200K in yr 0 and $350K in yr 1, $200k in Y2

Detail any private funding sources

Build, Excel, Sustain Fellowship grant
New School Venture Fund grant; high likelihood of receiving grant
Charter School Growth Fund start-up grant; high likelihood of receiving grant

Additional Space to Provide Fundraising Details

Compensation Assumptions

Assumption Notes

Founder & CEO
Head of Lower School - Jan 2024 start date
Director of Operations & Culture - Jan 2024 start date

Employer Benefits & Tax Assumptions

Assumption Notes
Percentage of salary; 6.2%.
Percentage of salary; 1.45%
2.7% of $7,000 wage base for each employee.
Percentage of salary; .10%.
Percentage of salary; .25%
$5K per eligible employee.
$300 per eligible employee.
$75 per eligible employee.

Operating Expenses

Assumption Notes
assumes $10K for director-level PD
Back-office support for Jan-Jun of the plannng year at $2K per month (AP, payroll, accounting, financial reporting, budgeting, etc)
Retainer for land use and zoning attorney-$1500
$750 in Jun for phone/internet bundle services + website fees
Assumes $6K set-up fee + $100/mo processing fee

$3K/yr for D&O liability insurance
$500 annual for account fees

5 per classroom (4x5) + 2 roving sets (25x2) + 2 chromebook carts ($800) + installation ($400); 1 roving set dedicated to Career Exploration classroom
1 laptop per Yr. 1 FTE @ $500 per laptop
$500 for initial office supply inventory
marketing for recruitment

assumes $11/sq ft. for 10,000 sq. ft. in Jun
assumes $2/sq. ft. in June.
assumes $1000 for 1 month of janitorial services @ $500/mo. + $500 for related supplies
assumes $200/mo. for June
$400 per pre-opening employee
$200 per student purchased in Yr0 for Yr1
Internet and network equipment for facility (cabling, switches, access points)
1 doc cam per classroom ($500); 1 smartboard per classroom ($3,000); 1 projector per classroom ($500)

building renovations in advance of Yr1

Job postings on recruiting sites, job fairs.
Annual estimate; includes direct mailers, media ads, referral incentives.
Supplies for parent meetings and open houses.
Mandatory TBI background checks for new employees (Y1 total FTE count)

Ne

	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
	Total Budget	July	August	September	October	November
Beginning Cash	-	**-**	**82,966**	**122,433**	**206,899**	**446,365**
Revenues						
Federal Revenues	200,000	-	50,000	-	-	50,000
Fundraising & Philanthropy	450,000	100,000	-	100,000	250,000	-
Total Revenues	650,000	100,000	50,000	100,000	250,000	50,000
Expenses						
Staffing	160,000	7,500	7,500	7,500	7,500	7,500
Employer Benefits & Taxes	24,070	1,040	1,040	1,040	1,040	1,040
Contracted Services	36,950	6,767	767	5,767	767	767
Supplies & Materials	25,750	708	208	208	208	208
Facility-Related Expenses	185,067	17	17	17	17	17
Other Charges	12,020	1,002	1,002	1,002	1,002	1,002
Debt Service	-	-	-	-	-	-
Total Expenses	443,856	17,034	10,534	15,534	10,534	10,534
Operating Income (Loss)	206,144	82,966	39,466	84,466	239,466	39,466
Changes in Accounts Receivable			-	-	-	-

Changes in Accounts Payable		-	-	-	-	-
Line of Credit Proceeds		-	-	-	-	-
Line of Credit Repayments		-	-	-	-	-
Other Balance Sheet Activity		-	-	-	-	-
Ending Cash		**82,966**	**122,433**	**206,899**	**446,365**	**485,831**

	Year 0	**Year 0**	**Year 0**	**Year 0**	**Year 0**	**Year 0**
	2023-24	**2023-24**	**2023-24**	**2023-24**	**2023-24**	**2023-24**
	Total Budget	**July**	**August**	**September**	**October**	**November**
Revenues						
Federal Revenues						
CSP Startup Grant	200,000	-	50,000	-	-	50,000
Fundraising & Philanthropy						
BES Start-up Grant	100,000	$100,000	$0	$0	$0	$0
New School Venture Fund Start-up Grant	100,000	$0	$0	$100,000	$0	$0
Charter School Growth Fund	250,000	$0	$0	$0	$250,000	$0
Other	-	$0	$0	$0	$0	$0
Other	-	$0	$0	$0	$0	$0
Total Revenues	**650,000**	**100,000**	**50,000**	**100,000**	**250,000**	**50,000**

	Year 0	**Year 0**	**Year 0**	**Year 0**	**Year 0**	**Year 0**
	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
	Total Budget	July	August	September	October	November

Compensation						
Principal/School Leader	90,000	$7,500	$7,500	$7,500	$7,500	$7,500
Assistant Principal	35,000	$0	$0	$0	$0	$0
Special Education Coordinator	-	$0	$0	$0	$0	$0
Deans, Directors	35,000	$0	$0	$0	$0	$0
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0
Total Administrative Compensation	160,000	**7,500**	**7,500**	**7,500**	**7,500**	**7,500**
Instructional Staff						
Teachers	-	$0	$0	$0	$0	$0
Special Education Teachers	-	$0	$0	$0	$0	$0
Educational Assistants/Aides	-	$0	$0	$0	$0	$0
Elective Teachers	-	$0	$0	$0	$0	$0
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0
Total Instructional Compensation	-	-	-	-	-	-
Non-Instructional Staff						
Clerical Staff	-	$0	$0	$0	$0	$0
Custodial Staff	-	$0	$0	$0	$0	$0
Operations	-	$0	$0	$0	$0	$0
Social Workers/Counseling	-	$0	$0	$0	$0	$0
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0
Total Non-Instructional Compensation	-	-	-	-	-	-
Bonus	-	$0	$0	$0	$0	$0
Other Non FTE Compensation	-	$0	$0	$0	$0	$0
Other Non FTE Compensation	-	$0	$0	$0	$0	$0
Other Non FTE Compensation	-	$0	$0	$0	$0	$0
Total Compensation	**160,000**	**7,500**	**7,500**	**7,500**	**7,500**	**7,500**

	Year 0	**Year 0**	**Year 0**	**Year 0**	**Year 0**	**Year 0**

	2023-24 Total Budget	2023-24 July	2023-24 August	2023-24 September	2023-24 October	2023-24 November
Social Security	9,920	$465	$465	$465	$465	$465
Medicare	2,320	$109	$109	$109	$109	$109
State Unemployment	520	$20	$20	$20	$20	$20
Disability/Life Insurance	160	$8	$8	$8	$8	$8
Workers Compensation Insurance	400	$19	$19	$19	$19	$19
Other Fringe Benefits	-	$0	$0	$0	$0	$0
	10,000	$391	$391	$391	$391	$391
	600	$23	$23	$23	$23	$23
	150	$6	$6	$6	$6	$6
	-	$0	$0	$0	$0	$0
Total Employer Benefits & Taxes	**24,070**	**1,040**	**1,040**	**1,040**	**1,040**	**1,040**

	Year 0 2023-24 Total Budget	Year 0 2023-24 July	Year 0 2023-24 August	Year 0 2023-24 September	Year 0 2023-24 October	Year 0 2023-24 November
Contracted Services						
Professional Development	15,000	$0	$0	$5,000	$0	$0
Financial Services	6,000	$0	$0	$0	$0	$0
Audit Services	-	$0	$0	$0	$0	$0
Legal Fees	5,000	$417	$417	$417	$417	$417
Copier Lease and Usage	-	$0	$0	$0	$0	$0
Internet and Phone Service	750	$0	$0	$0	$0	$0
Substitute Services	-	$0	$0	$0	$0	$0
Payroll Services	7,200	$6,100	$100	$100	$100	$100
Health Services	-	$0	$0	$0	$0	$0
Transportation	-	$0	$0	$0	$0	$0
IT Services	-	$0	$0	$0	$0	$0

Contracted SPED Services	-	$0	$0	$0	$0	$0
Insurance	2,500	$208	$208	$208	$208	$208
Postal Charges	-	$0	$0	$0	$0	$0
Bank Charges	500	$42	$42	$42	$42	$42
Supplies & Materials						
Textbooks and Instructional Supplies	-	$0	$0	$0	$0	$0
Education Software	-	$0	$0	$0	$0	$0
Student Supplies	-	$0	$0	$0	$0	$0
Faculty Supplies	-	$0	$0	$0	$0	$0
Library Books	-	$0	$0	$0	$0	$0
Testing & Evaluation	-	$0	$0	$0	$0	$0
Student Laptops	16,000	$0	$0	$0	$0	$0
Faculty Laptops	6,750	$500	$0	$0	$0	$0
Office Supplies	500	$0	$0	$0	$0	$0
Printing Paper	-	$0	$0	$0	$0	$0
Marketing Materials	2,500	$208	$208	$208	$208	$208
Student Uniforms	-	$0	$0	$0	$0	$0
Gifts & Awards - Students	-	$0	$0	$0	$0	$0
Gifts & Awards - Teachers and Staff	-	$0	$0	$0	$0	$0
Health Supplies	-	$0	$0	$0	$0	$0
Facility Related Expenses						
Rent	5,000	$0	$0	$0	$0	$0
Utilities	1,667	$0	$0	$0	$0	$0
Custodial	1,000	$0	$0	$0	$0	$0
Waste	200	$17	$17	$17	$17	$17
Faculty Furniture	1,200	$0	$0	$0	$0	$0
Student Furniture	20,000	$0	$0	$0	$0	$0
Internet/Network Equipment	20,000	$0	$0	$0	$0	$0
Other Equipment	16,000	$0	$0	$0	$0	$0
Building Decorum	-	$0	$0	$0	$0	$0
Tenant Improvements	120,000	$0	$0	$0	$0	$0
Security	-	$0	$0	$0	$0	$0
Other	-	$0	$0	$0	$0	$0

Other	-	$0	$0	$0	$0	$0
Other	-	$0	$0	$0	$0	$0
Other	-	$0	$0	$0	$0	$0
Other Charges						
Staff Recruitment	5,000	$417	$417	$417	$417	$417
Student Recruitment & Community Engagement	5,000	$417	$417	$417	$417	$417
Parent & Staff Meetings	1,500	$125	$125	$125	$125	$125
Authorizer Fee	-	$0	$0	$0	$0	$0
Background checks	520	$43	$43	$43	$43	$43
Debt Service						
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Operating Expenses	**259,787**	**8,493**	**1,993**	**6,993**	**1,993**	**1,993**
Total Expenses	**443,856**	**17,034**	**10,534**	**15,534**	**10,534**	**10,534**

Empower Memphis Career and College Prep
ew Charter School Application Budget Template
Pre-Opening Cash Flow

Cash Flow Summary

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
December	January	February	March	April	May	June	Total	AR/AP
485,831	**469,298**	**444,166**	**469,035**	**443,904**	**413,773**	**310,941**		
-	-	50,000	-	-	-	50,000	200,000	-
-	-	-	-	-	-	-	450,000	-
-	-	50,000	-	-	-	50,000	650,000	-
7,500	19,167	19,167	19,167	19,167	19,167	19,167	160,000	-
1,040	2,971	2,971	2,971	2,971	2,971	2,971	24,070	0
5,767	1,767	1,767	1,767	6,767	1,767	2,517	36,950	(0)
1,208	208	208	208	208	16,708	5,458	25,750	-
17	17	17	17	17	61,217	123,684	185,067	(0)
1,002	1,002	1,002	1,002	1,002	1,002	1,002	12,020	0
-	-	-	-	-	-	-	-	-
16,534	25,131	25,131	25,131	30,131	102,831	154,798	443,857	(0)
(16,534)	(25,131)	24,869	(25,131)	(30,131)	(102,831)	(104,798)	206,143	0
-	-	-	-	-	-	-		

-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-

469,298	**444,166**	**469,035**	**443,904**	**413,773**	**310,941**	**206,143**

Details of Cash Flow

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
December	January	February	March	April	May	June	Total	AR/AP

Revenues

-	-	50,000	-	-	-	50,000	200,000	-

$0	$0	$0	$0	$0	$0	$0	100,000	-
$0	$0	$0	$0	$0	$0	$0	100,000	-
$0	$0	$0	$0	$0	$0	$0	250,000	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-

-	**-**	**50,000**	**-**	**-**	**-**	**50,000**	**650,000**	**-**

Compensation

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
December	January	February	March	April	May	June	Total	AR/AP

$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	90,000	-
$0	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	35,000	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	35,000	-
$0	$0	$0	$0	$0	$0	$0	-	-
7,500	**19,167**	**19,167**	**19,167**	**19,167**	**19,167**	**19,167**	**160,000**	**-**

$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-
-	-	-	-	-	-	-	-	-

$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-
-	-	-	-	-	-	-	-	-

$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-

7,500	**19,167**	**19,167**	**19,167**	**19,167**	**19,167**	**19,167**	**160,000**	**-**

Employer Benefits & Taxes

Year 0	**Year 0**	**Year 0**	**Year 0**	**Year 0**	**Year 0**	**Year 0**	**Year 0**	**Year 0**

2023-24 December	2023-24 January	2023-24 February	2023-24 March	2023-24 April	2023-24 May	2023-24 June	2023-24 Total	2023-24 AR/AP
$465	$1,188	$1,188	$1,188	$1,188	$1,188	$1,188	9,920	-
$109	$278	$278	$278	$278	$278	$278	2,320	0
$20	$66	$66	$66	$66	$66	$66	520	-
$8	$19	$19	$19	$19	$19	$19	160	0
$19	$48	$48	$48	$48	$48	$48	400	(0)
$0	$0	$0	$0	$0	$0	$0	-	-
$391	$1,276	$1,276	$1,276	$1,276	$1,276	$1,276	10,000	0
$23	$77	$77	$77	$77	$77	$77	600	0
$6	$19	$19	$19	$19	$19	$19	150	0
$0	$0	$0	$0	$0	$0	$0	-	-
1,040	**2,971**	**2,971**	**2,971**	**2,971**	**2,971**	**2,971**	**24,070**	**0**

Operating Expenses

Year 0 2023-24 December	Year 0 2023-24 January	Year 0 2023-24 February	Year 0 2023-24 March	Year 0 2023-24 April	Year 0 2023-24 May	Year 0 2023-24 June	Year 0 2023-24 Total	Year 0 2023-24 AR/AP
$5,000	$0	$0	$0	$5,000	$0	$0	15,000	-
$0	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	6,000	-
$0	$0	$0	$0	$0	$0	$0	-	-
$417	$417	$417	$417	$417	$417	$417	5,000	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$750	750	-
$0	$0	$0	$0	$0	$0	$0	-	-
$100	$100	$100	$100	$100	$100	$100	7,200	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-

$0	$0	$0	$0	$0	$0	$0	-	-
$208	$208	$208	$208	$208	$208	$208	2,500	-
$0	$0	$0	$0	$0	$0	$0	-	-
$42	$42	$42	$42	$42	$42	$42	500	(0)

$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$16,000	$0	16,000	-
$1,000	$0	$0	$0	$0	$0	$5,250	6,750	-
$0	$0	$0	$0	$0	$500	$0	500	-
$0	$0	$0	$0	$0	$0	$0	-	-
$208	$208	$208	$208	$208	$208	$208	2,500	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-

$0	$0	$0	$0	$0	$0	$5,000	5,000	-
$0	$0	$0	$0	$0	$0	$1,667	1,667	(0)
$0	$0	$0	$0	$0	$0	$1,000	1,000	-
$17	$17	$17	$17	$17	$17	$17	200	0
$0	$0	$0	$0	$0	$1,200	$0	1,200	-
$0	$0	$0	$0	$0	$12,000	$8,000	20,000	-
$0	$0	$0	$0	$0	$0	$20,000	20,000	-
$0	$0	$0	$0	$0	$8,000	$8,000	16,000	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$40,000	$80,000	120,000	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-

$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	$0	-	-

$417	$417	$417	$417	$417	$417	$417	5,000	-
$417	$417	$417	$417	$417	$417	$417	5,000	-
$125	$125	$125	$125	$125	$125	$125	1,500	-
$0	$0	$0	$0	$0	$0	$0	-	-
$43	$43	$43	$43	$43	$43	$43	520	0

-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-

7,993	**2,993**	**2,993**	**2,993**	**7,993**	**80,693**	**132,660**	**259,787**	**(0)**

16,534	**25,131**	**25,131**	**25,131**	**30,131**	**102,831**	**154,798**	**443,857**	**(0)**

Assumption Notes

Assumption Notes

Assumption Notes

Assumption Notes

Professional Development
Financial Services
Audit Services
Legal Fees
Copier Lease and Usage
Internet and Phone Service
Cell Phone Service
Payroll Services
Health Services
Transportation
IT Services

Contracted SPED Services
Insurance
Postal Charges
Bank Charges

Textbooks and Instructional Supplies
Education Software
Student Supplies
Faculty Supplies
Library Books
Testing & Evaluation
Student Laptops
Faculty Laptops
Office Supplies
Printing Paper
Marketing Materials
Student Uniforms
Gifts & Awards - Students
Gifts & Awards - Teachers and Staff
Health Supplies

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

Other
Other
Other

Staff Recruitment
Student Recruitment & Community Engagement
Parent Meetings
Staff Meetings
Other

Empower Memphis Career and College Prep
New Charter School Application Budget Templat
Year 1-5 Staff Assumptions

FTE Assumptions

	Year 1	Year 2	Year 3	Year 4
Fiscal Year	2024-25	2025-26	2026-27	2027-28
Enrollment	100	150	200	250
# of Classes	4	6	8	10
Administrative Staff				
Principal/School Leader	1.00	1.00	1.00	1.00
Assistant Principal	1.00	1.00	1.00	1.00
Special Education Coordinator	0.00	0.00	1.00	1.00
Deans, Directors	1.00	1.00	1.00	1.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00
Total Administrative FTE	**3.00**	**3.00**	**4.00**	**4.00**
Instructional Staff				
Teachers	4.00	7.00	9.00	11.00
Special Education Teachers	1.00	1.00	0.00	1.00
Educational Assistants/Aides	1.00	1.00	1.00	2.00
Elective Teachers	1.50	1.50	1.50	2.00
Other (Specify in Assumptions)	1.00	1.00	1.00	2.00
Total Instructional FTE	**8.50**	**11.50**	**12.50**	**18.00**
Non-Instructional Staff				
Clerical Staff	1.00	1.00	1.00	1.00
Custodial Staff	0.00	0.00	0.00	0.00

Operations		0.00	0.00	0.00	0.00
Social Workers/Counseling		1.00	1.00	1.00	1.00
Other (Specify in Assumptions)		0.00	0.00	1.00	1.00
Total Non-Instructional FTE		**2.00**	**2.00**	**3.00**	**3.00**
Total FTE		**13.50**	**16.50**	**19.50**	**25.00**

Compensation Assumptions

		Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28
	Annual Increase		3.00%	3.00%	3.00%
	Cumultative Increase	100.00%	103.00%	106.09%	109.27%
Administrative Staff	**Base Assumption**				
Principal/School Leader	$90,000	90,000	92,700	95,481	98,345
Assistant Principal	$70,000	70,000	72,100	74,263	76,491
Special Education Coordinator	$65,000	-	-	68,959	71,027
Deans, Directors	$70,000	70,000	72,100	74,263	76,491
Other (Specify in Assumptions)		-	-	-	-
Total Administrative Compensation		**230,000**	**236,900**	**312,966**	**322,354**
Instructional Staff					
Teachers	$53,000	212,000	382,130	506,049	637,060
Special Education Teachers	$55,000	55,000	56,650	-	60,100
Educational Assistants/Aides	$40,000	40,000	41,200	42,436	87,418
Elective Teachers	$44,000	66,000	67,980	70,019	96,160
Other (Specify in Assumptions)	$40,000	40,000	41,200	42,436	87,418
Total Instructional Compensation		**413,000**	**589,160**	**660,941**	**968,156**
Non-Instructional Staff					
Clerical Staff	$40,000	40,000	41,200	42,436	43,709
Custodial Staff	$0	-	-	-	-

Operations	$0	-	-	-	-
Social Workers/Counseling	$50,000	50,000	51,500	53,045	54,636
Other (Specify in Assumptions)	$40,000	-	-	42,436	43,709
Total Non-Instructional Compensation		**90,000**	**92,700**	**137,917**	**142,055**
Grade Level Chair stipend		-	4,500	6,000	7,500
CTE Chair stipend		-	1,500	1,500	1,500
Special Populations Chair stipend		-	-	1,500	1,500
Staff performance bonuses		8,500	11,500	12,500	18,000
Total Compensation		**741,500**	**936,260**	**1,133,323**	**1,461,065**

Employer Benefits & Tax Assumptions

		Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28
	Base Assumption				
Social Security	6.20%	$45,973	$58,048	$70,266	$90,586
Medicare	1.45%	$10,752	$13,576	$16,433	$21,185
State Unemployment	2.70%	$3,213	$3,780	$4,347	$5,387
Disability/Life Insurance	0.10%	$742	$936	$1,133	$1,461
Workers Compensation Insurance	0.25%	$1,854	$2,341	$2,833	$3,653
Other Fringe Benefits	0.00%	$0	$0	$0	$0
	Health Insurance Annual Increase	5.00%	5.00%	5.00%	5.00%
	Cumultative Increase	105.00%	110.25%	115.76%	121.55%
Medical Insurance	$5,000	$70,875	$90,956	$112,868	$151,938
Dental Insurance	$300	$4,253	$5,457	$6,772	$9,116
Vision Insurance	$75	$1,063	$1,364	$1,693	$2,279
TCRS Certified Legacy	10.30%	$8,508	$12,137	$13,615	$19,944
TCRS Certified Hybrid	9.00%	$50,436	$63,741	$75,755	$98,719

TCRS Classified Legacy	0.00%	$0	$0	$0	$0
TCRS Classified Hybrid	0.00%	$0	$0	$0	$0
Other Classified Retirement	6.00%	$5,400	$5,562	$8,275	$8,523
Other Retirement	0.00%	$0	$0	$0	$0

5) Year 1-5 Staff Assumptions

te

Year 5
2028-29
300
12

1.00
2.00
1.00
2.00
0.00
6.00

14.00
1.00
2.00
4.00
2.00
23.00

1.00
0.00

0.00	
1.00	
2.00	
4.00	
33.00	

Year 5	
2028-29	
3.00%	
112.55%	

	Assumption Notes
101,296	Founder/CEO
157,571	1 FTE Head of Lower School beginning yr 1; additional 1 FTE Head of Upper School in yr 5
73,158	Director of Special Populations starts Y3
157,571	Director of Operations/Culture - 1 FTE Yrs 1-5; Dean of Instruction - 1 FTE added year 5
-	
489,596	

835,128	Lead Classroom Teachers
61,903	SPED Teachers
90,041	Kindergarten Assistants
198,090	Yr 1-3: 0.5 FTE PE Teacher & 1.0 FTE Career Exploration Teacher;
90,041	Academic Success Coaches for grades 1-6
1,275,201	

45,020	Secretary/Office Manager
-	

-	
56,275	Counselor, starts as 0.5 Y1, 1.0 FTE Y2-5
90,041	Behavior Success Coaches
191,336	

9,000	$1500 per teacher leader beginning in y2
1,500	$1500 beginning in y1
1,500	$1500 beginning in y3
23,000	up to $1K performance bonuses per instructional FTE

1,991,134

Year 5
2028-29

	Assumption Notes
$123,450	Percentage of salary; 6.2%.
$28,871	Percentage of salary; 1.45%
$6,899	2.7% of $7,000 wage base for each employee.
$1,991	Percentage of salary; .10%.
$4,978	Percentage of salary; .25%
$0	

5.00%
127.63%

$210,586	$5K per employee w/ 5% annual inflation
$12,635	$300 per employee w/ 5% annual inflation
$3,159	$75 per employee w/ 5% annual inflation

$26,269	10.30% of salaries (assumes 20% legacy; 80% hybrid).
$135,878	9.00% of salaries (assumes 20% legacy; 80% hybrid).

$0	
$0	
$11,480	6.00% of salaries.
$0	

Empower Memphis Career and Co
New Charter School Application Bud
Year 1 Budget

		Year 1
		2024-25
Annual Revenue Increase		0.00%
Cumulative Increase		100.00%
State Revenues	**Rate/Assumption**	
TISA Base Rate	$6,860	$665,420
TISA Weights	See Tracker	$204,949
TISA Direct	See Tracker	$77,440
TISA Local Extra	$0	$135,800
Other		
Federal Revenues		$0
Title I	$500	$50,000
Title II	$0	$0
Title III	$0	$0
NSLP	$0	$0
E-Rate	$15,000	$15,000
CSP Startup Grant	$350,000	$350,000
Other	$0	$0
Other	$0	$0
School Activity Revenues		

Field Trip Fees	$20	$2,000
Other	$0	$0
Other	$0	$0
Other	$0	$0
Other	$0	$0

Fundraising & Philanthropy		
BES Start-up Grant	$0	$0
New School Venture Fund Start-up Grant	$0	$0
Charter School Growth Fund	$0	$0
Other	$0	$0
Other	$0	$0

Total Revenues	**1,500,609**

			Year 1
			2024-25
Administrative Staff	**FTE Count**		
Principal/School Leader		1.00	90,000
Assistant Principal		1.00	70,000
Special Education Coordinator		0.00	-
Deans, Directors		1.00	70,000
Other (Specify in Assumptions)		0.00	-
Total Administrative Compensation		**3.00**	230,000
Instructional Staff			
Teachers		4.00	212,000
Special Education Teachers		1.00	55,000
Educational Assistants/Aides		1.00	40,000
Elective Teachers		1.50	66,000
Other (Specify in Assumptions)		1.00	40,000

Total Instructional Compensation	**8.50**	413,000
Non-Instructional Staff		
Clerical Staff	1.00	40,000
Custodial Staff	0.00	-
Operations	0.00	-
Social Workers/Counseling	1.00	50,000
Other (Specify in Assumptions)	0.00	-
Total Non-Instructional Compensation	**2.00**	90,000
Grade Level Chair stipend		-
CTE Chair stipend		-
Special Populations Chair stipend		-
Staff performance bonuses		8,500
Total Compensation		**741,500**

Year 1
2024-25
45,973
10,752
3,213
742
1,854
-
70,875
4,253
1,063
8,508
50,436

TCRS Classified Legacy		-
TCRS Classified Hybrid		-
Other Classified Retirement		5,400
Other Retirement		-
Total Employer Benefits & Taxes		**203,067**

		Year 1
		2024-25
Contracted Services		
Professional Development	$500	$6,750
Financial Services	$30,000	$30,000
Audit Services	$2,000	$2,000
Legal Fees	$5,000	$5,000
Copier Lease and Usage	$800	$9,600
Internet and Phone Service	$750	$9,000
Substitute Services	$150	$3,750
Payroll Services	$5,000	$5,000
Health Services	$28,800	$28,800
Transportation	$80,460	$80,460
IT Services	$500	$10,000
Contracted SPED Services	$13,000	$13,000
Insurance	$15,000	$15,000
Postal Charges	$5	$500
Bank Charges	$50	$600
Supplies & Materials		
Textbooks and Instructional Supplies	$125	$12,500
Education Software	$12,000	$12,000
Student Supplies	$25	$2,500
Faculty Supplies	$250	$3,375

Library Books	$20	$2,000
Testing & Evaluation	$60	$6,000
Student Laptops	$200	$6,200
Faculty Laptops	$500	$1,500
Office Supplies	$300	$3,600
Printing Paper	$20	$2,000
Marketing Materials	$3,000	$3,000
Student Uniforms	$30	$3,000
Gifts & Awards - Students	$25	$2,500
Gifts & Awards - Teachers and Staff	$150	$2,025
Health Supplies	$3	$300
Facility Related Expenses		
Rent	$11	$110,000
Utilities	$2	$20,000
Custodial	$1.50	$15,000
Waste	$250	$3,000
Faculty Furniture	$1,000	$13,500
Student Furniture	$150	$7,500
Internet/Network Equipment	$2,500	$2,500
Other Equipment	$4,000	$8,000
Building Decorum	$2,000	$2,000
Tenant Improvements	$0	$0
Security	$28,800	$28,800
Other	$0	$0
Other	$0	$0
Other	$0	$0
Other	$0	$0
Other Charges		
Staff Recruitment	$5,000	$5,000
Student Recruitment & Community Engagement	$5,000	$5,000
Parent & Staff Meetings	$1,000	$1,000
Authorizer Fee	$32,508	$32,508
Background checks	$41	$812

Debt Service		
Other	$0	$0
Other	$0	$0
Other	$0	$0
Other	$0	$0
Other	$0	$0
Total Operating Expenses		**536,580**
Total Expenses		**1,481,148**

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Revenue Assumptions

Assumption Notes
Assumes 97% ADM to budget conservatively
Assumes 97% ADM to budget conservatively
Assumes 97% ADM to budget conservatively
Additional $1400 (70% of projected rate) per pupil based on local maintenance of effort requirements; 97% ADM

Assumes $500/student
Annual estimate
Empower will apply for full $750K CSP but budget to use only $200K in yr 0 and $350K in yr 1

Assumes $20/student

Compensation

Assumption Notes

1 FTE CEO
1 FTE Head of Lower School
1 FTE Director of Special Populations
1 FTE Director of Operations & Culture

K-2 teachers
SPED teacher(s) (certified)
2 FTE Kindergarten assistants
Split 1.0 between PE/Career Exploration
1 FTE Academic Success Coach to be shared between grades 1 & 2

1 FTE Secretary/Office Manager

Employer Benefits & Taxes

Assumption Notes
Percentage of salary; 6.2%.
Percentage of salary; 1.45%
2.7% of $7,000 wage base for each employee.
Percentage of salary; .10%.
Percentage of salary; .25%
$5K per employee.
$300 per employee.
$75 per employee.
10.30% of salaries (assumes 20% legacy; 80% hybrid).
9.00% of salaries (assumes 20% legacy; 80% hybrid).

6.00% of salaries.

Operating Expenses

Assumption Notes

Assumes $500 per FTE for professional development
Projected flat annual rate for back-office services.
$2K for 990 preparation; first audit in Y2
Flat annual rate estimate.
Assumes 1 copier in year 1 at $800 per month (lease + usage fees)
Assumes $750 per month
Assumes 5 days of sub service per classroom teacher @$150/day
Flat rate annual estimate.
Contracted nurse and other student-health services, estimated at $40/hr for 4 hrs per day during school year (180 days)
1 72-passenger bus in Yr 1 (daily rate $447 for 180 school days) + $5K for field trip transportation
IT vendor at $500/mo. Additional $4K for computer and network repairs; flat annual estimate.
Flat annual estimate for contracted services; estimates $1300 per SPED student (10 projected - Y1)
Flat annual estimate for insurance policies (GL, Auto, Property, D&O, Umbrella)
Estimated at $5 per student.
Estimated at $50 per month.

Estimated at $125/student for intial supplies; includes curricular programming, subscription fees, and related materials
includes one-time implementation fees plus annual fees (e.g., SIS, behavior management, LMS, etc)
Estimated at $25/student (paper, pencils, pens, notebooks, other supplies)
Estimated at $250/FTE

Estimated at $20 per student (includes novels and books for student use).
Subscription fees, supplies, and associated materials; estimated at $60/student
25 additional Chromebooks @$200/each + 1 additional cart/set up @$1200 for additional roving set (purchased in Y1 for Y2)
Assumes laptops for all new FTEs in year 2
Estimated at $300/mo.
Estimated at $20/student
Flat rate annual estimate
Estimated at $30/student
Estimated at $25/student
Estimated at $150/FTE
Estimated at $3/student

Assumes leasing costs of $11 per sq. ft. for 10,000 sq. ft initially
Assumes $2 per sq. ft. for 10,000 sq. ft.
Assumes $1.5 per sq. ft. for 10,000 sq. ft.
Assumes $250 per month.
To purchase faculty furniture for space; estimated at $1000 per FTE.
To purchase student furniture for space; assumes $150 per new student.
Annual estimate for upgrades and repairs
1 doc cam per new Yr2 classroom ($500); 1 smartboard per new Yr2 classroom $(3000); 1 projector per new Yr2 classroom ($500);
Flat annual rate estimate (signs, banners, etc)
Assumes 1 campus security guard during school hours (180 days x 8 hrs per day x $20/hr)

Job postings on recruiting sites, job fairs
Annual estimate; includes direct mailers, media ads, referral incentives
Annual estimate; primarily food supplies for meetings
Annual fee estimate
Annual estimate for employer-paid background checks

	Sq. footage
multi-purpose room	5000
career exploration/library/media center	1800
gym (yr 5)	6000
SPED/ELL space	1200
Main office	800
Upper School admin suite	700
Lower School admin suite	700
Teacher work room	500
Elective spaces (yr 3-5) -- need 2	3600
Misc. space	2000
Total	**22300**

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	Year 1 2024-25 Total Budget	Year 1 2024-25 July	Year 1 2024-25 August	Year 1 2024-25 September	Year 1 2024-25 October	Year 1 2024-25 November	Year 1 2024-25 December
Beginning Cash	**206,143**	**206,143**	**249,124**	**285,519**	**297,914**	**286,997**	**316,079**
Revenues							
State Revenues	1,083,609	-	108,361	108,361	108,361	108,361	108,361
Federal Revenues	415,000	175,000	50,000	25,000	-	40,000	5,000
School Activity Revenues	2,000	167	167	167	167	167	167
Fundraising & Philanthropy	-	-	-	-	-	-	-
Total Revenues	1,500,609	175,167	158,528	133,528	108,528	148,528	113,528
Expenses							
Staffing	741,500	61,792	61,792	61,792	61,792	61,792	61,792
Employer Benefits & Taxes	203,067	16,922	16,922	16,922	16,922	16,922	16,922
Contracted Services	219,460	13,771	20,117	19,117	19,117	19,117	19,867
Supplies & Materials	62,500	23,817	4,167	4,167	2,479	2,479	3,229
Facility-Related Expenses	210,300	14,900	14,900	14,900	14,900	14,900	14,900
Other Charges	44,320	984	4,235	4,235	4,235	4,235	4,235
Debt Service	-	-	-	-	-	-	-
Total Expenses	1,481,148	132,186	122,133	121,133	119,445	119,445	120,945
Operating Income (Loss)	19,462	42,981	36,395	12,395	(10,918)	29,082	(7,418)

7) Year 1 Cash Flow

Changes in Accounts Receivable	-	-	-	-	-	-
Changes in Accounts Payable	-	-	-	-	-	-
Line of Credit Proceeds	-	-	-	-	-	-
Line of Credit Repayments	-	-	-	-	-	-
Other Balance Sheet Activity	-	-	-	-	-	-
Ending Cash	**249,124**	**285,519**	**297,914**	**286,997**	**316,079**	**308,662**

	Year 1 2024-25 Total Budget	Year 1 2024-25 July	Year 1 2024-25 August	Year 1 2024-25 September	Year 1 2024-25 October	Year 1 2024-25 November	Year 1 2024-25 December
Revenues							
State Revenues							
TISA Base Rate	665,420	$0	$66,542	$66,542	$66,542	$66,542	$66,542
TISA Weights	204,949	$0	$20,495	$20,495	$20,495	$20,495	$20,495
TISA Direct	77,440	$0	$7,744	$7,744	$7,744	$7,744	$7,744
TISA Local Extra	135,800	$0	$13,580	$13,580	$13,580	$13,580	$13,580
Other		$0	$0	$0	$0	$0	$0
Federal Revenues							
Title I	50,000	$0	$0	$0	$0	$15,000	$5,000
Title II	-	$0	$0	$0	$0	$0	$0
Title III	-	$0	$0	$0	$0	$0	$0
NSLP	-	$0	$0	$0	$0	$0	$0
E-Rate	15,000	$0	$0	$0	$0	$0	$0
CSP Startup Grant	350,000	$175,000	$50,000	$25,000	$0	$25,000	$0
Other	-	$0	$0	$0	$0	$0	$0
Other	-	$0	$0	$0	$0	$0	$0

School Activity Revenues							
Field Trip Fees	2,000	$167	$167	$167	$167	$167	$167
Other	-	$0	$0	$0	$0	$0	$0
Other	-	$0	$0	$0	$0	$0	$0
Other	-	$0	$0	$0	$0	$0	$0
Other	-	$0	$0	$0	$0	$0	$0
Fundraising & Philanthropy							
BES Start-up Grant	-	$0	$0	$0	$0	$0	$0
New School Venture Fund Start-up G	-	$0	$0	$0	$0	$0	$0
Charter School Growth Fund	-	$0	$0	$0	$0	$0	$0
Other	-	$0	$0	$0	$0	$0	$0
Other	-	$0	$0	$0	$0	$0	$0
Total Revenues	**1,500,609**	**175,167**	**158,528**	**133,528**	**108,528**	**148,528**	**113,528**

	Year 1	**Year 1**	**Year 1**	**Year 1**	**Year 1**	**Year 1**	**Year 1**
	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
	Total Budget	July	August	September	October	November	December
Compensation							
Principal/School Leader	90,000	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500
Assistant Principal	70,000	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833
Special Education Coordinator	-	$0	$0	$0	$0	$0	$0
Deans, Directors	70,000	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0
Total Administrative Compensation	**230,000**	**19,167**	**19,167**	**19,167**	**19,167**	**19,167**	**19,167**
Instructional Staff							
Teachers	212,000	$17,667	$17,667	$17,667	$17,667	$17,667	$17,667
Special Education Teachers	55,000	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583
Educational Assistants/Aides	40,000	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333

Elective Teachers	66,000	$5,500	$5,500	$5,500	$5,500	$5,500	$5,500
Other (Specify in Assumptions)	40,000	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333
Total Instructional Compensation	**413,000**	**34,417**	**34,417**	**34,417**	**34,417**	**34,417**	**34,417**
Non-Instructional Staff							
Clerical Staff	40,000	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333
Custodial Staff	-	$0	$0	$0	$0	$0	$0
Operations	-	$0	$0	$0	$0	$0	$0
Social Workers/Counseling	50,000	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0
Total Non-Instructional Compensation	**90,000**	**7,500**	**7,500**	**7,500**	**7,500**	**7,500**	**7,500**
Grade Level Chair stipend	-	$0	$0	$0	$0	$0	$0
CTE Chair stipend	-	$0	$0	$0	$0	$0	$0
Special Populations Chair stipend	-	$0	$0	$0	$0	$0	$0
Staff performance bonuses	8,500	$708	$708	$708	$708	$708	$708
Total Compensation	**741,500**	**61,792**	**61,792**	**61,792**	**61,792**	**61,792**	**61,792**

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	Year 1	**Year 1**	**Year 1**	**Year 1**	**Year 1**	**Year 1**	**Year 1**
	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
	Total Budget	July	August	September	October	November	December
Social Security	45,973	$3,831	$3,831	$3,831	$3,831	$3,831	$3,831
Medicare	10,752	$896	$896	$896	$896	$896	$896
State Unemployment	3,213	$268	$268	$268	$268	$268	$268
Disability/Life Insurance	742	$62	$62	$62	$62	$62	$62
Workers Compensation Insurance	1,854	$154	$154	$154	$154	$154	$154
Other Fringe Benefits	-	$0	$0	$0	$0	$0	$0
Medical Insurance	70,875	$5,906	$5,906	$5,906	$5,906	$5,906	$5,906
Dental Insurance	4,253	$354	$354	$354	$354	$354	$354

Vision Insurance	1,063	$89	$89	$89	$89	$89	$89
TCRS Certified Legacy	8,508	$709	$709	$709	$709	$709	$709
TCRS Certified Hybrid	50,436	$4,203	$4,203	$4,203	$4,203	$4,203	$4,203
TCRS Classified Legacy	-	$0	$0	$0	$0	$0	$0
TCRS Classified Hybrid	-	$0	$0	$0	$0	$0	$0
Other Classified Retirement	5,400	$450	$450	$450	$450	$450	$450
Other Retirement	-	$0	$0	$0	$0	$0	$0
Total Employer Benefits & Taxes	**203,067**	**16,922**	**16,922**	**16,922**	**16,922**	**16,922**	**16,922**

	Year 1	**Year 1**	**Year 1**	**Year 1**	**Year 1**	**Year 1**	**Year 1**
	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
	Total Budget	July	August	September	October	November	December
Contracted Services							
Professional Development	6,750	$4,000	$1,000	$0	$0	$0	$750
Financial Services	30,000	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500
Audit Services	2,000	$0	$0	$0	$0	$0	$0
Legal Fees	5,000	$417	$417	$417	$417	$417	$417
Copier Lease and Usage	9,600	$800	$800	$800	$800	$800	$800
Internet and Phone Service	9,000	$750	$750	$750	$750	$750	$750
Substitute Services	3,750	$313	$313	$313	$313	$313	$313
Payroll Services	5,000	$417	$417	$417	$417	$417	$417
Health Services	28,800	$2,400	$2,400	$2,400	$2,400	$2,400	$2,400
Transportation	80,460	$0	$8,046	$8,046	$8,046	$8,046	$8,046
IT Services	10,000	$833	$833	$833	$833	$833	$833
Contracted SPED Services	13,000	$0	$1,300	$1,300	$1,300	$1,300	$1,300
Insurance	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250
Postal Charges	500	$42	$42	$42	$42	$42	$42
Bank Charges	600	$50	$50	$50	$50	$50	$50
Supplies & Materials							

Textbooks and Instructional Supplies	12,500	$8,000	$1,000	$1,000	$313	$313	$313
Education Software	12,000	$10,000	$1,000	$1,000	$0	$0	$0
Student Supplies	2,500	$1,500	$100	$100	$100	$100	$100
Faculty Supplies	3,375	$281	$281	$281	$281	$281	$281
Library Books	2,000	$167	$167	$167	$167	$167	$167
Testing & Evaluation	6,000	$500	$500	$500	$500	$500	$500
Student Laptops	6,200	$0	$0	$0	$0	$0	$0
Faculty Laptops	1,500	$0	$0	$0	$0	$0	$0
Office Supplies	3,600	$300	$300	$300	$300	$300	$300
Printing Paper	2,000	$167	$167	$167	$167	$167	$167
Marketing Materials	3,000	$250	$250	$250	$250	$250	$250
Student Uniforms	3,000	$2,250	$0	$0	$0	$0	$750
Gifts & Awards - Students	2,500	$208	$208	$208	$208	$208	$208
Gifts & Awards - Teachers and Staff	2,025	$169	$169	$169	$169	$169	$169
Health Supplies	300	$25	$25	$25	$25	$25	$25
Facility Related Expenses							
Rent	110,000	$9,167	$9,167	$9,167	$9,167	$9,167	$9,167
Utilities	20,000	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667
Custodial	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250
Waste	3,000	$250	$250	$250	$250	$250	$250
Faculty Furniture	13,500	$0	$0	$0	$0	$0	$0
Student Furniture	7,500	$0	$0	$0	$0	$0	$0
Internet/Network Equipment	2,500	$0	$0	$0	$0	$0	$0
Other Equipment	8,000	$0	$0	$0	$0	$0	$0
Building Decorum	2,000	$167	$167	$167	$167	$167	$167
Tenant Improvements	-	$0	$0	$0	$0	$0	$0
Security	28,800	$2,400	$2,400	$2,400	$2,400	$2,400	$2,400
Other	-	$0	$0	$0	$0	$0	$0
Other	-	$0	$0	$0	$0	$0	$0
Other	-	$0	$0	$0	$0	$0	$0
Other	-	$0	$0	$0	$0	$0	$0
Other Charges							
Staff Recruitment	5,000	$417	$417	$417	$417	$417	$417

Student Recruitment & Community E	5,000	$417	$417	$417	$417	$417	$417
Parent & Staff Meetings	1,000	$83	$83	$83	$83	$83	$83
Authorizer Fee	32,508	$0	$3,251	$3,251	$3,251	$3,251	$3,251
Background checks	812	$68	$68	$68	$68	$68	$68
Debt Service							
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Operating Expenses	**536,580**	**53,472**	**43,419**	**42,419**	**40,731**	**40,731**	**42,231**
Total Expenses	**1,481,148**	**132,186**	**122,133**	**121,133**	**119,445**	**119,445**	**120,945**

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'ear 1 Cash Flow

sh Flow Summary

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
January	February	March	April	May	June	Total	AR/AP
308,662	**326,744**	**318,827**	**337,909**	**331,992**	**215,964**		
108,361	108,361	108,361	108,361	-	108,361	1,083,609	0
30,000	5,000	30,000	5,000	5,000	45,000	415,000	-
167	167	167	167	167	167	2,000	(0)
-	-	-	-	-	-	-	-
138,528	113,528	138,528	113,528	5,167	153,528	1,500,609	0
61,792	61,792	61,792	61,792	61,792	61,792	741,500	0
16,922	16,922	16,922	16,922	16,922	16,922	203,067	(0)
20,117	21,117	19,117	19,117	19,117	9,771	219,460	(0)
2,479	2,479	2,479	2,479	2,479	9,767	62,500	(0)
14,900	14,900	14,900	14,900	19,900	41,400	210,300	(0)
4,235	4,235	4,235	4,235	984	4,235	44,320	(0)
-	-	-	-	-	-	-	-
120,445	121,445	119,445	119,445	121,194	143,887	1,481,148	(0)
18,082	(7,918)	19,082	(5,918)	(116,028)	9,641	19,462	0

-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-

326,744	**318,827**	**337,909**	**331,992**	**215,964**	**225,605**

tails of Cash Flow

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
January	February	March	April	May	June	Total	AR/AP

Revenues

$66,542	$66,542	$66,542	$66,542	$0	$66,542	665,420	-
$20,495	$20,495	$20,495	$20,495	$0	$20,495	204,949	0
$7,744	$7,744	$7,744	$7,744	$0	$7,744	77,440	-
$13,580	$13,580	$13,580	$13,580	$0	$13,580	135,800	-
$0	$0	$0	$0	$0	$0	-	-

$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	50,000	-
$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$15,000	15,000	-
$25,000	$0	$25,000	$0	$0	$25,000	350,000	-
$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	-	-

$167	$167	$167	$167	$167	$167	2,000	(0)
$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	-	-

$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	-	-

138,528	**113,528**	**138,528**	**113,528**	**5,167**	**153,528**	**1,500,609**	**0**

Compensation

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
January	February	March	April	May	June	Total	AR/AP
$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	90,000	-
$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	70,000	(0)
$0	$0	$0	$0	$0	$0	-	-
$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	70,000	(0)
$0	$0	$0	$0	$0	$0	-	-
19,167	**19,167**	**19,167**	**19,167**	**19,167**	**19,167**	**230,000**	**(0)**

$17,667	$17,667	$17,667	$17,667	$17,667	$17,667	212,000	0
$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	55,000	(0)
$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	40,000	-

$5,500	$5,500	$5,500	$5,500	$5,500	$5,500	66,000	-
$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	40,000	-
34,417	**34,417**	**34,417**	**34,417**	**34,417**	**34,417**	**413,000**	**0**

$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	40,000	-
$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	-	-
$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	50,000	0
$0	$0	$0	$0	$0	$0	-	-
7,500	**7,500**	**7,500**	**7,500**	**7,500**	**7,500**	**90,000**	**0**

$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	-	-
$708	$708	$708	$708	$708	$708	8,500	0
61,792	**61,792**	**61,792**	**61,792**	**61,792**	**61,792**	**741,500**	**0**

yer Benefits & Taxes

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
January	February	March	April	May	June	Total	AR/AP
$3,831	$3,831	$3,831	$3,831	$3,831	$3,831	45,973	(0)
$896	$896	$896	$896	$896	$896	10,752	-
$268	$268	$268	$268	$268	$268	3,213	-
$62	$62	$62	$62	$62	$62	742	0
$154	$154	$154	$154	$154	$154	1,854	(0)
$0	$0	$0	$0	$0	$0	-	-
$5,906	$5,906	$5,906	$5,906	$5,906	$5,906	70,875	-
$354	$354	$354	$354	$354	$354	4,253	-

$89	$89	$89	$89	$89	$89	1,063	-
$709	$709	$709	$709	$709	$709	8,508	(0)
$4,203	$4,203	$4,203	$4,203	$4,203	$4,203	50,436	-
$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	-	-
$450	$450	$450	$450	$450	$450	5,400	-
$0	$0	$0	$0	$0	$0	-	-
16,922	**16,922**	**16,922**	**16,922**	**16,922**	**16,922**	**203,067**	**(0)**

erating Expenses

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
January	February	March	April	May	June	Total	AR/AP
$1,000	$0	$0	$0	$0	$0	6,750	-
$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	30,000	-
$0	$2,000	$0	$0	$0	$0	2,000	-
$417	$417	$417	$417	$417	$417	5,000	-
$800	$800	$800	$800	$800	$800	9,600	-
$750	$750	$750	$750	$750	$750	9,000	-
$313	$313	$313	$313	$313	$313	3,750	-
$417	$417	$417	$417	$417	$417	5,000	-
$2,400	$2,400	$2,400	$2,400	$2,400	$2,400	28,800	-
$8,046	$8,046	$8,046	$8,046	$8,046	$0	80,460	-
$833	$833	$833	$833	$833	$833	10,000	-
$1,300	$1,300	$1,300	$1,300	$1,300	$0	13,000	-
$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-
$42	$42	$42	$42	$42	$42	500	(0)
$50	$50	$50	$50	$50	$50	600	-

$313	$313	$313	$313	$313		12,500	-
$0	$0	$0	$0	$0	$0	12,000	-
$100	$100	$100	$100	$100	$0	2,500	-
$281	$281	$281	$281	$281	$281	3,375	-
$167	$167	$167	$167	$167	$167	2,000	(0)
$500	$500	$500	$500	$500	$500	6,000	-
$0	$0	$0	$0	$0	$6,200	6,200	-
$0	$0	$0	$0	$0	$1,500	1,500	-
$300	$300	$300	$300	$300	$300	3,600	-
$167	$167	$167	$167	$167	$167	2,000	(0)
$250	$250	$250	$250	$250	$250	3,000	-
$0	$0	$0	$0	$0	$0	3,000	-
$208	$208	$208	$208	$208	$208	2,500	-
$169	$169	$169	$169	$169	$169	2,025	-
$25	$25	$25	$25	$25	$25	300	-

$9,167	$9,167	$9,167	$9,167	$9,167	$9,167	110,000	(0)
$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	20,000	-
$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-
$250	$250	$250	$250	$250	$250	3,000	-
$0	$0	$0	$0	$5,000	$8,500	13,500	-
$0	$0	$0	$0	$0	$7,500	7,500	-
$0	$0	$0	$0	$0	$2,500	2,500	-
$0	$0	$0	$0	$0	$8,000	8,000	-
$167	$167	$167	$167	$167	$167	2,000	(0)
$0	$0	$0	$0	$0	$0	-	-
$2,400	$2,400	$2,400	$2,400	$2,400	$2,400	28,800	-
$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	-	-
$0	$0	$0	$0	$0	$0	-	-

$417	$417	$417	$417	$417	$417	5,000	-

7) Year 1 Cash Flow

$417	$417	$417	$417	$417	$417	5,000	-
$83	$83	$83	$83	$83	$83	1,000	(0)
$3,251	$3,251	$3,251	$3,251	$0	$3,251	32,508	(0)
$68	$68	$68	$68	$68	$68	812	0

-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-

41,731	**42,731**	**40,731**	**40,731**	**42,480**	**65,173**	**536,580**	**(0)**

120,445	**121,445**	**119,445**	**119,445**	**121,194**	**143,887**	**1,481,148**	**(0)**

Assumption Notes

Assumption Notes

TISA base rate for SY2023-24 is $6860.
See TISA Calculator
See TISA Calculator
Local MOE estimate based on

Assumption Notes

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

Textbooks and Instructional Supplies
Education Software
Student Supplies
Faculty Supplies
Library Books
Testing & Evaluation
Student Laptops
Faculty Laptops
Office Supplies
Printing Paper
Marketing Materials
Student Uniforms
Gifts & Awards - Students
Gifts & Awards - Teachers and Staff
Health Supplies

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

Staff Recruitment

Student Recruitment & Community Engagement
Parent Meetings
Staff Meetings
Other

7) Year 1 Cash Flow

Empower M
New Charter Sc
Yea

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		Year 1	Year 2	Year 3
		2024-25	2025-26	2026-27
Annual Revenue Increase		0.00%	0.00%	0.00%
Cumulative Increase		100.00%	100.00%	100.00%
State Revenues	**Assumption**			
TISA Base Rate	$6,860	665,420	$998,130	$1,330,840
TISA Weights	See Tracker	204,949	$307,424	$409,899
TISA Direct	See Tracker	77,440	$112,675	$172,059
TISA Local Extra	$1,400	135,800	$203,700	$271,600
Other			$0	$0
Federal Revenues				
Title I	$0	50,000	$75,000	$100,000
Title II	$0	-	$0	$0
Title III	$0	-	$0	$0
NSLP	$0	-	$0	$0
E-Rate	$0	15,000	$15,000	$15,000
CSP Startup Grant	$0	350,000	$200,000	$0
Other	$0	-	$0	$0
Other	$0	-	$0	$0
School Activity Revenues				
Field Trip Fees	$20	2,000	$3,000	$4,000

Other	$0	-	$0	$0	
Other	$0	-	$0	$0	
Other	$0	-	$0	$0	
Other	$0	-	$0	$0	
Fundraising & Philanthropy					
BES Start-up Grant	$0	-	$0	$0	
New School Venture Fund Start-up Grant	$0	-	$0	$0	
Charter School Growth Fund	$0	-	$0	$0	
Other	$0	-	$0	$0	
Other	$0	-	$0	$0	
Total Revenues		**1,500,609**	**1,914,929**	**2,303,398**	

	Year 1	**Year 2**	**Year 3**
	2024-25	2025-26	2026-27
Administrative Staff			
Principal/School Leader	90,000	92,700	95,481
Assistant Principal	70,000	72,100	74,263
Special Education Coordinator	-	-	68,959
Deans, Directors	70,000	72,100	74,263
Other (Specify in Assumptions)	-	-	-
Total Administrative Compensation	**230,000**	**236,900**	**312,966**
Instructional Staff			
Teachers	212,000	382,130	506,049
Special Education Teachers	55,000	56,650	-
Educational Assistants/Aides	40,000	41,200	42,436
Elective Teachers	66,000	67,980	70,019
Other (Specify in Assumptions)	40,000	41,200	42,436
Total Instructional Compensation	**413,000**	**589,160**	**660,941**

Non-Instructional Staff			
Clerical Staff	40,000	41,200	42,436
Custodial Staff	-	-	-
Operations	-	-	-
Social Workers/Counseling	50,000	51,500	53,045
Other (Specify in Assumptions)	-	-	42,436
Total Non-Instructional Compensation	90,000	92,700	137,917
Grade Level Chair stipend	-	4,500	6,000
CTE Chair stipend	-	1,500	1,500
Special Populations Chair stipend	-	-	1,500
Staff performance bonuses	8,500	11,500	12,500
Total Compensation	**741,500**	**936,260**	**1,133,323**

Emp

	Year 1	**Year 2**	**Year 3**
	2024-25	2025-26	2026-27
Social Security	45,973	58,048	70,266
Medicare	10,752	13,576	16,433
State Unemployment	3,213	3,780	4,347
Disability/Life Insurance	742	936	1,133
Workers Compensation Insurance	1,854	2,341	2,833
Other Fringe Benefits	-	-	-
Medical Insurance	70,875	90,956	112,868
Dental Insurance	4,253	5,457	6,772
Vision Insurance	1,063	1,364	1,693
TCRS Certified Legacy	8,508	12,137	13,615
TCRS Certified Hybrid	50,436	63,741	75,755
TCRS Classified Legacy	-	-	-

TCRS Classified Hybrid	-	-	-
Other Classified Retirement	5,400	5,562	8,275
Other Retirement	-	-	-
Total Employer Benefits & Taxes	**203,067**	**257,898**	**313,991**

		Year 1	Year 2	Year 3
		2024-25	2025-26	2026-27
	Annual Expense Increase	0.00%	3.00%	3.00%
	Cumultative Increase	100.00%	103.00%	106.09%
Contracted Services				
Professional Development	$250	6,750	$4,125	$4,875
Financial Services	$300	30,000	$46,350	$63,654
Audit Services	$16,000	2,000	$16,000	$16,480
Legal Fees	$5,000	5,000	$5,150	$5,305
Copier Lease and Usage	$750	9,600	$9,888	$20,369
Internet and Phone Service	$750	9,000	$9,270	$9,548
Substitute Services	$150	3,750	$6,000	$6,750
Payroll Services	$5,000	5,000	$5,150	$5,305
Health Services	$32,000	28,800	$29,664	$30,554
Transportation	$80,460	80,460	$82,874	$85,360
IT Services	$1,000	10,000	$10,300	$10,609
Contracted SPED Services	$1,500	13,000	$23,175	$31,827
Insurance	$27,000	15,000	$15,450	$15,914
Postal Charges	$5	500	$750	$1,000
Bank Charges	$50	600	$618	$637
Supplies & Materials				
Textbooks and Instructional Supplies	$80	12,500	$12,000	$16,000
Education Software	$12,000	12,000	$12,000	$12,360
Student Supplies	$25	2,500	$3,750	$5,000

Faculty Supplies	$250	3,375	$4,125	$4,875
Library Books	$20	2,000	$3,000	$4,000
Testing & Evaluation	$60	6,000	$9,000	$12,000
Student Laptops	$200	6,200	$6,200	$6,200
Faculty Laptops	$500	1,500	$1,500	$2,750
Office Supplies	$350	3,600	$3,708	$3,819
Printing Paper	$25	2,000	$3,750	$5,000
Marketing Materials	$3,000	3,000	$3,090	$3,183
Student Uniforms	$30	3,000	$4,500	$6,000
Gifts & Awards - Students	$25	2,500	$3,750	$5,000
Gifts & Awards - Teachers and Staff	$150	2,025	$2,475	$2,925
Health Supplies	$3	300	$450	$600
Facility Related Expenses				
Rent	$11.00	110,000	$113,300	$256,738
Utilities	$2	20,000	$20,600	$46,680
Custodial	$1.50	15,000	$15,450	$35,010
Waste	$0	3,000	$3,090	$6,365
Faculty Furniture	$1,000	13,500	$3,000	$5,500
Student Furniture	$250	7,500	$12,500	$12,500
Internet/Network Equipment	$0	2,500	$1,000	$1,000
Other Equipment	$4,000	8,000	$8,000	$8,000
Building Decorum	$1,500	2,000	$1,500	$1,500
Tenant Improvements	$0	-	$120,000	$0
Security	$700	28,800	$29,664	$30,554
Other	$0	-	$0	$0
Other	$0	-	$0	$0
Other	$0	-	$0	$0
Other	$0	-	$0	$0
Other Charges				
Staff Recruitment	$0	5,000	5,150	5,305
Student Recruitment & Community Engagement	$0	5,000	5,150	5,305
Parent & Staff Meetings	$0	1,000	1,030	1,061
Authorizer Fee	$0	32,508	35,000	35,000

Background checks	$40	812	836	861
Debt Service				
Other	$0	-	-	-
Other	$0	-	-	-
Other	$0	-	-	-
Other	$0	-	-	-
Other	$0	-	-	-
Total Operating Expenses		**536,580**	**713,332**	**849,275**
Total Expenses		**1,481,148**	**1,907,490**	**2,296,590**

emphis Career and College Prep
hool Application Budget Template
ar 2 Through 5 Budget

evenue Assumptions

Year 4	Year 5
2027-28	2028-29
0.00%	0.00%
100.00%	100.00%

		Assumption Notes
$1,663,550	$1,996,260	97% ADM
$512,373	$614,848	97% ADM
$204,767	$247,175	97% ADM
$339,500	$597,520	Additional $1400 (70% of projected rate) per pupil based on local maintenance of effort requirements; 97% ADM
$0	$0	

$125,000	$150,000	Assumes $500/student
$0	$0	
$0	$0	
$0	$0	
$15,000	$15,000	Annual estimate
$0	$0	CSP grant - estimated $750k total: $200k Y0, $350k Y1, $200k Y2
$0	$0	
$0	$0	

$5,000	$6,000	assumes $20/student

$0	$0	
$0	$0	
$0	$0	
$0	$0	

$0	$0	
$0	$0	
$0	$0	
$0	$0	
$0	$0	

2,865,190 **3,626,803**

Compensation

Year 4	Year 5
2027-28	2028-29

		Assumption Notes
98,345	101,296	
76,491	157,571	
71,027	73,158	
76,491	157,571	
-	-	
322,354	**489,596**	

637,060	835,128	
60,100	61,903	
87,418	90,041	
96,160	198,090	
87,418	90,041	
968,156	**1,275,201**	

43,709	45,020	
-	-	
-	-	
54,636	56,275	
43,709	90,041	
142,055	191,336	

7,500	9,000	
1,500	1,500	
1,500	1,500	
18,000	23,000	

1,461,065	**1,991,134**

loyer Benefits & Taxes

Year 4	Year 5
2027-28	2028-29

		Assumption Notes
90,586	123,450	Percentage of salary; 6.2%.
21,185	28,871	Percentage of salary; 1.45%
5,387	6,899	2.7% of $7,000 wage base for each employee.
1,461	1,991	Percentage of salary; .10%.
3,653	4,978	Percentage of salary; .25%
-	-	
151,938	210,586	$5K per employee.
9,116	12,635	$300 per employee.
2,279	3,159	$75 per employee.
19,944	26,269	10.30% of salaries (assumes 20% legacy; 80% hybrid).
98,719	135,878	9.00% of salaries (assumes 20% legacy; 80% hybrid).
-	-	

-	-	
8,523	11,480	6.00% of salaries.
-	-	

412,792	**566,197**

Operating Expenses

Year 4	Year 5
2027-28	2028-29
3.00%	3.00%
109.27%	112.55%

		Assumption Notes
$6,250	$8,250	Assumes $250 per FTE for professional development
$81,955	$101,296	Projected flat annual rate for back-office services. Estimate ~$300/student pricing rate; includes expense increase f
$16,974	$17,484	Annual audit + 990 preparation.
$5,464	$5,628	Flat annual rate estimate.
$20,980	$21,610	Assumes 1 copier in years 1 and 2 at $750 per month (lease + usage fees); 2 copiers yrs3-5
$9,835	$10,130	Assumes $750 per month
$9,000	$11,250	Assumes 5 days of sub service per classroom teacher @$150/day
$5,464	$5,628	Flat rate annual estimate.
$31,471	$32,415	School nurse and other student-health services
$87,921	$90,558	1 bus yrs 1-5
$10,927	$11,255	IT services at $1K/mo. plus $4K for computer repairs
$40,977	$50,648	Flat annual estimate for contracted services
$16,391	$16,883	Flat annual estimate for insurance policies (GL, Auto, Property, Umbrella).
$1,250	$1,500	Estimated at $5 per student.
$656	$675	Estimated at $50 per month.

$20,000	$24,000	Estimated at $80/student yrs 2-5; includes curricular programming, subscription fees, and related materials
$12,731	$13,113	includes annual fees (e.g., SIS, behavior management, LMS, etc)
$6,250	$7,500	Estimated at $25/student (paper, pencils, pens, notebooks, other supplies)

$6,250	$8,250	Estimated at $250/FTE
$5,000	$6,000	Estimated at $20 per student (includes novels and books for student use).
$15,000	$18,000	Subscription fees, supplies, and associated materials; estimated at $60/student
$6,200	$6,200	1 new roving chromebook set per year ($200 per laptopx25) + 1 laptop carts per year ($1200)
$14,000	$6,750	Assumes laptops for all new FTEs in years 2-5 purchased in June of prior FY plus replacing all laptops purchased in Y
$3,934	$4,052	Estimated at $350/mo.
$6,250	$7,500	Estimated at $25/student
$3,278	$3,377	Flat rate annual estimate
$7,500	$9,000	Estimated at $30/student
$6,250	$7,500	Estimated at $25/student
$3,750	$4,950	Estimated at $150/FTE
$750	$900	Estimated at $3/student

$264,440	$272,373	Assumes leasing costs of $11 per sq. ft. Y1, 3% increase Y2; then 22,000 sq. ft. years 3-5
$48,080	$49,522	Assumes $2 per sq. ft. for 10K sq. ft. yrs 1-2, then $2 per sq. ft. for 22K sq. ft yrs 3-5; includes cost increase factor
$36,060	$37,142	Assumes $1.50 per sq. ft. for 10K sq. ft. yrs 1 & 2, then $1 per sq. ft. for 22K sq. ft yrs 3-5
$6,556	$6,753	Assumes $250/mo in yrs 1 and 2 and $500/mo in years 3-5
$8,000	$8,000	To purchase faculty furniture for space; estimate $1000 per new FTE
$12,500	$12,500	To purchase student furniture for space; assumes $250 per new student.
$1,000	$5,000	Equipment repairs and yr 5 hardware upgrade
$8,000	$8,000	1 doc cam per new classroom; 1 smartboard per new classroom; 1 projector per new classroom
$1,500	$1,500	Flat annual rate estimate (signs, banners, etc)
$0	$0	$120,000 in planning year; $120,000in Y2 in anticipation of expanded space for Y3
$31,471	$32,415	Assumes 1 campus security guard during school hours
$0	$0	
$0	$0	
$0	$0	
$0	$0	

5,464	5,628	Job postings on recruiting sites, job fairs
5,464	5,628	Annual estimate; includes direct mailers, media ads, referral incentives
1,093	1,126	Annual estimate; primarily food supplies for meetings
35,000	35,000	Maximum annual fee

887	914	Annual estimate for employer-paid background checks

-	-	
-	-	
-	-	
-	-	
-	-	

928,170	**993,798**

2,802,027	**3,551,130**

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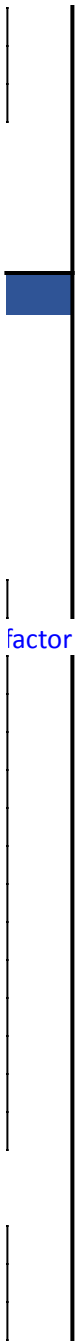
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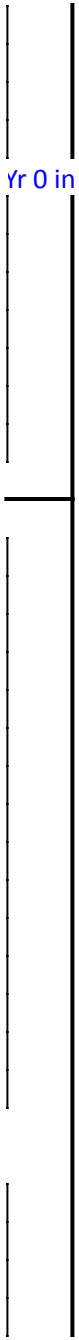

Yr 0 in Yr 5 and all laptops purchased in Yr 1 in Year 5

Empower Memphis Career and College Prep
New Charter School Application Budget Template
Year 0 & Years 1 through 5 Summary

Revenue Assumptions

	Year 0	Year 1	Year 2	Year 3	Year 4
	2023-24	2024-25	2025-26	2026-27	2027-28
Starting Fund Balance	-	**206,144**	**225,605**	**233,044**	**239,852**
State Revenues	-	**1,083,609**	**1,621,929**	**2,184,398**	**2,720,190**
Federal Revenues	**200,000**	**415,000**	**290,000**	**115,000**	**140,000**
School Activity Revenues	-	**2,000**	**3,000**	**4,000**	**5,000**
Fundraising & Philanthropy	**450,000**	-	-	-	-
Total Revenues	**650,000**	**1,500,609**	**1,914,929**	**2,303,398**	**2,865,190**
Staffing	**160,000**	**741,500**	**936,260**	**1,133,323**	**1,461,065**
Employer Benefits & Taxes	**24,070**	**203,067**	**257,898**	**313,991**	**412,792**
Contracted Services	**36,950**	**219,460**	**264,764**	**308,185**	**345,514**
Supplies & Materials	**25,750**	**62,500**	**73,298**	**89,712**	**117,143**
Facility-Related Expenses	**185,067**	**210,300**	**328,104**	**403,846**	**417,607**
Other Charges	**12,020**	**44,320**	**47,166**	**47,531**	**47,907**
Debt Service	-	-	-	-	-
Total Expenses	**443,856**	**1,481,148**	**1,907,490**	**2,296,590**	**2,802,027**
Net Income	**206,144**	**19,462**	**7,439**	**6,808**	**63,163**
Ending Fund Balance	206,144	225,605	233,044	239,852	303,015
	1216.044977	4057.93892	5226.000397	6292.026616	7676.787153
	169.5	55.6	44.6	38.1	39.5

Year 5
2028-29
303,015
3,455,803
165,000
6,000
-
3,626,803
1,991,134
566,197
385,208
127,091
433,205
48,295
-
3,551,130
75,673
378,688
9729.123291
38.9

Attachment O: Budget Narrative

(a) Introduction and Implementation Overview

Empower Memphis Career and College Prep Charter School ("Empower Memphis") has prepared the following budget narrative for proposed financial activity during its Planning Year through its 5th Year of operations. The following sections detail the enrollment and student population assumptions, a summary of revenue and expense assumptions, a discussion of sustainability, cash flow, contingency plans, and financial management.

The proposed budget allows Empower Memphis Career and College Prep to fully implement the proposed career exploration/CTE school model and includes conservative projections and contingencies. The budget aligns with the model of the school outlined in the narrative and accounts for costs needed to implement the school's plan.

The budget allows Empower Memphis Career and College Prep to hire CTE related instructional staff such as the Career Exploration Teacher hired in Year 1 and the Personal Finance teacher hired in Year 5. As well as general and special populations instructional support positions to provide unique career focused and well-rounded general education. Empower Memphis Career and College Prep will be able to purchase necessary instructional supplies, curricula, and technology to execute its mission. Further, Empower Memphis Career and College Prep's budgetary projections allow the school to provide professional development opportunities for all staff as well as leadership stipends to invest in the growth of key instructional staff.

Empower Career and College Prep will use the following position names that are identified on the budget:

Budget Position Names	Empower Memphis Career and College Prep Position Names
Principal/School Leader	Lead Founder/CEO
Assistant Principal	Head of Lower/Upper School
Special Education Coordinator	Director of Special Populations
Deans/Directors	Director of Operations and Culture

Deans/Directors	Dean of Instruction/ Dean of Culture
Instructional Staff (other)	Academic Success Coach
Non Instructional Staff (Other)	Behavior Success Coach

(b) <u>Enrollment Assumptions and TISA Projections</u>

Empower Memphis Career and College Prep has assumed the following enrollment plan below when creating a five-year outlook:

Figure 3.2 (a): Enrollment Assumptions

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	50	50	50	50	50
1st Grade	25	50	50	50	50
2nd Grade	25	25	50	50	50
3rd Grade	0	25	25	50	50
4th Grade	0	0	25	25	50
5th Grade	0	0	0	25	25
6th Grade	0	0	0	0	25
Total Enrollment	**100**	**150**	**200**	**250**	**300**
Total ADM	**97**	**146**	**194**	**243**	**291**

Empower Memphis Career and College Prep plans to locate in Memphis, Tennessee, specifically around the historic Orange Mound and South Memphis neighborhoods, and recruit students primarily from those areas. Its doors will be open, however, to students from all areas of Memphis. All TISA revenue is driven off ADM projections, which is 97% of conservative per-grade enrollment goals to account for any attrition or missed enrollment targets.

Other Demographic Factors

Empower anticipates its demographics to be consistent with neighborhoods within the Orange Mound and South Memphis areas. For budgeting purposes, its demographic projections are conservative to insulate against over-projecting TISA revenue tied to student socioeconomic status and academic need. In the budget, Empower has conservatively assumed the following:

- 75% of the student population will qualify for free or reduced lunch
- 10% of the student population will have an active IEP
- 2% of the student population will be ELL students

TISA projections are detailed in the Revenue Assumptions section below and the attached TISA calculator.

(c) <u>Revenue Assumptions</u>

During Empower Memphis Career and College Prep's planning year, the school anticipates four main sources of funding. The first funding source is a Charter School Growth Fund "seed funding" grant in the amount of $250,000. Empower has submitted its application and expects to receive the full amount. This grant will help cover staff salary and benefit expenses and other start-up expenses, including facility preparation, student and staff recruitment, and professional development. Grant recipients should be notified in Spring/Summer of 2023.

The second funding source is a start-up charter grant from Building Excellent Schools ("BES") in the amount of $100,000. Muna Olaniyi, Empower Memphis Career and College Prep's founder, is a 2022-23 BES Fellow and has submitted the school's start-up grant application. This funding source will be used for the Lead Founder/CEO salary for the planning year.

The third funding source is from New School Venture Fund ("NSVF") in the amount of $100,000. The application has been submitted and grant recipients will be notified in the Spring/Summer of 2023. This funding source will be used to pay for the salaries of the Director of Operations and Culture and the Head of Schools, as they will be employed by Jan. 1, 2024 of the planning year.

The fourth funding source is the State of Tennessee's Charter Schools Program ("CSP") grant. All approved charter schools are required to apply for funding, and the state has

indicated that awards will be up to $750,000 to help with start-up and operational costs. As with many new charter schools across the state and country, Empower Memphis Career and College Prep will greatly benefit from an infusion of CSP funding as it grows to scale. While charter schools are eligible for up to $750,000, Empower has anticipated funding to be allocated by $200,000 for the planning year (pre-opening year 0), $350,000 for year 1 of operating (implementation 1), and $200,000 for year 2 of operation (implementation 2). Empower Memphis is prepared to adjust its budget accordingly should the funding amounts differ by year.

Empower Memphis Career and College Prep will also seek out and apply for additional public and private grants throughout the planning year and operational years to bolster its financial position. While the revenues are not shown in the budget, Empower Memphis Career and College Prep's Board expects to raise at least $15,000 per year for the planning year and each year of operation.

During the first operational year (2024-25), Empower Memphis anticipates the following public sources of funding:

Figure 3.2(b): Revenue Sources

Revenue	Rate	Driver	Source of Rate Assumption
TISA Base	$6,860	Per student	See TISA Calculator
TISA Weights	$2,113	Per student	See TISA Calculator
TISA Direct	$774	Per student	See TISA Calculator
TISA Local Extra Contribution	$1,400	Per student	See TISA Calculator – Rate Analysis Tab; 70% of projected local extra beyond TISA requirement
Title I	$500	Per student	Estimate based on comparable Shelby County charter school FY23 allocations
Erate	$15,000	Annually	Estimate based on existing charter school data

In Years 2 through 5, Empower Memphis Career and College Prep has assumed a conservative 0% year-over-year increase in per-pupil TISA and Shelby County local extra funding since no historical data exists to predict changes to the new funding formula. Likewise, Title I funds were budgeted with no per-pupil inflation, as funding rates are subject to change. Additionally, no additional funding was included in the TISA "Other Funding" category (Outcomes, Fast-Growing, Salary Equity) for any year since those amounts are calculated annually and impossible to predict with accuracy.

Empower Memphis Career and College Prep has assumed $15,000 for Years 1-5 in E-rate funds which will offset a large portion of the cost of internet infrastructure installation and internet service fees each year.

Student fees are limited to field trip fees and are budgeted at $20/student per year. Should field trip fees present any type of hardship to a student attending Empower, Empower will work to offset the cost of attendance to ensure field trip fees are not a barrier to participation in field trips.

Notably, Empower Memphis Career and College Prep's budget includes $0 private philanthropy during operational years 1-5. The school plans to seek contributions from local corporations, foundations, and individual donors but will not need to rely on them to execute its mission and maintain a sustainable budget.

Empower Memphis Career and College Prep anticipates total revenues for Year 1 to exceed $1.5 million. Annual revenues are anticipated to increase each subsequent year proportionally to student enrollment growth year over year. By Year 5, anticipated revenues are projected to exceed $3.6 million.

(d) Expense Assumptions

Staffing

The staffing plan, outlined in the table below, includes administrative positions in Year 1, along with a first cohort of teachers and support staff for students in grades K-2. After Year 1, specific student-related positions scale with the size and grade band range of the student body, as reflected below:

Figure 3.2 (c): Staffing Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5

Founder/CEO	1	1	1	1	1
Head of Lower School	1	1	1	1	1
Head of Upper School	0	0	0	0	1
Director of Special Populations	0	0	1	1	1
Director of Operations & Culture	1	1	1	1	1
Dean of Instruction	0	0	0	0	1
Kindergarten Teachers	2	2	2	2	2
1st Grade Teachers	1	2	2	2	2
2nd Grade Teachers	1	1	2	2	2
3rd Grade Teachers	0	1	1	2	2
4th Grade Teachers	0	0	1	1	2
5th Grade Teachers	0	0	0	1	1
6th Grade Teachers	0	0	0	0	1
Floating Lower School Teacher	0	1	1	1	1
Floating Upper School Teacher	0	0	0	0	1
Special Education Teachers **note SPED teacher position moves to SPED coordinator in Year 3*	1	1	0	1	1
Kindergarten Assistants	1	1	1	2	2
Academic Success Coaches	1	1	1	2	2
Physical Education Teachers	0.5	0.5	0.5	1	1
Career Exploration Teachers	1	1	1	1	1
Personal Finance Teachers	0	0	0	0	1
Foreign Language Teachers	0	0	0	0	1
Social Workers/Counselors	1	1	1	1	1
Behavior Success Coaches	0	0	1	1	2

Secretary	1	1	1	1	1
TOTAL STAFF:	**13.5**	**16.5**	**19.5**	**25**	**33**

As noted by the table above, this pattern of growth will continue each year as the school continues to grow to reach scale as a K-8 school in SY2030-31. Several critical areas of operation that would otherwise have a school staffing requirement have been budgeted via contracted services from established local vendors and contractors. These areas include student health services, student transportation, supplemental special education services, financial services, custodial services, legal counsel, and IT support.

Compensation

Salaries for both certificated and support staff members are aligned with Memphis charter salary trends, and equal or exceed many comparable Memphis-Shelby County Schools salaries. Leadership roles, such as the CEO, Head of Lower School, as well as the Director and Dean roles take the same approach.

For the largest staffing category, Empower Memphis Career and College Prep has budgeted an average starting salary for Lead Teachers of $53,000 in Year 1. Floating Teachers (starting in Year 2) are also included in the Teacher Salary row and staff count as this position is intended to be an experienced and certified educator with content expertise who will float to support academic instruction throughout all grades. While Empower's starting salary level is lower than this, for budgeting purposes, Empower uses a figure of $53,000 to account for hiring teachers with different experience levels who may be at a higher step on the salary scale. Subject to their previous experience and credentials, Empower Memphis Career and College Prep may be able to offer a salary less than $53,000, while other more experienced teachers may be offered a salary above $53,000. Elective teachers, such as PE, Career Exploration/CTE, personal finance, and foreign language teachers are budgeted at an average salary rate of $44,000.

Special Education Teachers' salaries are budgeted at $55,000, which reflects district-area charter school trends.

Academic and behavior support positions are budgeted at $40,000 per year. These include Kindergarten Assistants, Academic Success Coaches, and Behavior Success Coaches.

Additionally, a counselor will start in Year 1 at approximately $50,000 and a secretary/office manager will start in Year 1 at $40,000.

Empower Memphis Career and College Prep plans to offer teacher-leader stipends starting in Year 2 of $1,500 to staff for grade level chair, CTE chair, Special Populations Chair to maximize leadership opportunities for the teaching staff. Additionally, performance bonuses of up to $1,000 per FTE are included to incentivize excellent work.

A 3% increase has been applied to all future year salaries as a cost-of-living adjustment. This increase is not a guaranteed compensation increase, but rather to cover rising labor costs and inflation associated with employee wages.

Employer Benefits and Liabilities

Empower Memphis Career and College Prep has assumed the standard 6.2% and 1.45% on all wages each year for Social Security and Medicare employer contributions, respectively. State unemployment has been budgeted at 2.7%. Workers compensation insurance, which is usually purchased in conjunction with general liability and D&O insurance, has been estimated at 0.25% of total compensation. Employer-sponsored life insurance has been estimated at 0.1% of total compensation.

For the purposes of estimating employer contributions to the Tennessee Consolidated Retirement System (TCRS), Empower Memphis Career and College Prep has assumed a 10.30% employer contribution for 20% of instructional staff as Legacy-eligible employees and 9.0% employer contribution for 80% of instructional staff as Hybrid-eligible employees. This plan breakdown aligns with comparable staff breakdowns in multiple Memphis charter schools. Additionally, all non-instructional and administrative staff who are ineligible for either teacher plan are assumed at 6% employer contribution as is required by the TCRS Classified plan.

Medical, dental, and vision insurance employer contributions have been approximated at $5,000, $300 and $75, respectively, per full time equivalent (FTE) based on costs paid by existing Memphis charter schools. Because there are numerous insurance options and cost variables, Empower Memphis Career and College Prep will research health insurance options to ensure employees receive the most ideal benefit packages at the

lowest cost possible for the school. There may be different costs associated for certified and classified insurance programs and different costs depending on the type of plan participation (single, single+1, and family). The $5,375 per FTE represents the proposed financial capacity of the school to contribute towards insurance costs. Given the number of drivers that will go into the final cost, Empower Memphis Career and College Prep has conservatively prepared to incur these costs for all FTEs, which would be unusual compared to existing data for multiple other Memphis-area charter schools. Each subsequent year, a 5% year-over-year increase has been assumed to reflect potential health insurance cost increases over time.

Salaries and benefits, in total, represent anywhere from 40% to 75% of the school's operating budget.

Contracted Services

Contracted services are expected to grow as Empower Memphis Career and College Prep grows. Starting at approximately $219K in Year 1, these costs will increase to around $385K in Year 5. The major expenses in this category in the first year are:

- $80,460 – student transportation, which includes the cost of one school bus
- $28,800 – student nursing service at $40/hr for 4 hrs per day during the school year (180 school days).
- $30,000 – a flat estimate for financial services to be provided by a back-office provider in lieu of hiring a CFO (AP, payroll, accounting, financial reporting, budgeting, etc.). These expenses are forecast to grow proportionally to the growth of students served.
- $15,000 – liability insurance
- $13,000 – Contracted SPED providers (OT, Speech, etc)

In addition, the school plans on incurring additional expenses that, while minimal in their materiality to the budget, remain critical to the successful operation of the school. These contracted expenses include but are not limited to advertising, audit services, bank charges, contracts with SPED providers, legal fees, health services, copier lease, postal charges, field trips, payroll services and staff recruitment. As a percent of the overall budget, this category represents between 10% and 15% in years 1-5.

Supplies & Materials

Empower Memphis Career and College Prep's planning year has approximately $26K budgeted in various supplies and materials, both instructional and non-instructional. This also includes staff and student computers and grade-level computer carts. The Year 1 total is $67K, and by Year 5, this category totals about $127K. As a percentage of the overall budget, this category represents approximately 5% of total spending in year 1, which aligns with the trends observed at other charter schools. These expenses, depending on the line item, are driven either by the number of students (new or total), number of staff members (new or total) or a flat rate. These expenses include instructional technology and associated software/subscription fees, testing and evaluation materials and subscription fees, instructional supplies (student and staff), library books, office supplies, other curriculum, printing paper, student uniforms, gifts/awards for students and staff, and marketing materials.

For student technology, Empower Memphis Career and College Prep will gradually build an inventory to achieve slightly more than a 2:1 student to device ratio. The mobile carts and scheduling will allow classes to share devices. The following plan accomplishes this by Year 5 of the school's operation and allows for additional replacement devices as needed and to replace outdated devices for Year 6 (not shown in table):

Figure 3.2 (d): Student Technology Plan

School Year	Enrollment	Total Student Chromebooks	# Chromebooks to purchase	# Carts to Purchase	Total Annual Cost
23-24 (Planning)	n/a	n/a	70	2	$ 16,000.00
24-25	100	95	25	1	$ 6,200.00
25-26	150	120	25	1	$ 6,200.00
26-27	200	145	25	1	$ 6,200.00
27-28	250	170	25	1	$ 6,200.00
28-29	300	195	25	1	$ 6,200.00

If Empower is successful in raising additional philanthropic funds, Empower will seek to employ a full 1:1 student to device ratio.

Other Charges

Empower Memphis Career and College Prep has budgeted $44k for other charges in Year 1. This includes approximately $32,000 to account for the annual authorizer fee, $5K for student recruitment and community engagement, $5K for staff recruitment, $1000 for parent and staff meetings, and $812 for background checks.

Facilities

Empower Memphis Career and College Prep plans to rent a facility in its target area and incur the cost of renovations, if needed, starting in June of the planning year. The school plans to rent partial space for the first two operating years (10,000 sq. ft.) and has budgeted a slightly higher cost per square foot in rent ($11/sq ft) than the local Orange Mound and South Memphis markets to account for the Landlord including a tenant improvement allocation in the operating lease. $120,000 has also been allocated for additional tenant improvements to bring the facility up to code and ensure it is a high-quality learning environment. An additional $120,000 has been allocated in Operating Year 2 to help cover further improvements as the school grows and expects to occupy 22,000 square feet starting in Year 3. Utilities have been budgeted at $2/sq ft, and custodial services are included at $1.50/sq ft. Waste pickup is budgeted at $250/mo in Years 1 and 2 and $500/mo in Years 3-5. These projected costs align with other Memphis charters located in similarly economically disadvantaged areas. Additionally, furniture, internet infrastructure and maintenance, and building decorum/signage are included here. Empower is working with a local commercial real estate broker and with additional experts in Memphis who have experience in charter school real estate and structuring facility financing in such a way as to ensure the school can meet its facility obligations as well as still invest substantially in its academic model and school operations. Empower is confident that the level of funds it has budgeted in its projected financial model will allow the school to pursue multiple facility options and lease configurations that ensure budget sustainability.

Financial Sustainability

Reviewing the school's projected operating income over the first five years, Empower is projecting positive operating incomes in all five years with a growing fund balance year

over year. At the conclusion of the Planning Year, we see operating incomes of $211K, which will put Empower in a strong financial position to launch operations with sufficient cash on hand to manage any potential cash flow challenge. In Year 1, operating income is also projected to be positive with $19k of net income. Year 2, despite the large investment in the facility to prepare more space for Year 3, the budget still shows a small projected net surplus. Year 3, when the school projects to begin paying additional rent expense, operating income remains positive at $6K with an established fund balance of approximately $244k. In years 4 and 5, the school's growth provides additional financial stability and flexibility, with projected operating incomes of $63K in Year 4 and $76K in Year 5. Overall, the preliminary financial plan is strong, with the fund balance growing to approximately $383k between Years 1 and 5.

(e) <u>Financial Management Systems, Processes, and Policies</u>

Financial Management: Empower Memphis Career and College Prep will outsource financial responsibilities to a qualified back-office provider. Our goal is to have one administrative contractor that can provide a multitude of services. The requirements for identifying the most qualified administrative contractor such as a back office provider includes the following:

- Expertise- Has expertise in the following areas:
    - Budgeting and cash flows
    - Financial statements
    - Accounting
    - Accounts payable and receivable
    - Government financial reporting
    - Audit support
    - Facilities
    - Payroll processing and reporting
    - HR information and benefits
    - Compliance and accountability
    - CFO-level consulting
- Reporting- Can provide examples of a variety of financial reports and can articulate what is included in the reports

- Track record of success- proven track record of success with other charter organizations (preferably local Memphis charter schools); and can provide references

Timeline: The Lead Founder/CEO will begin sourcing and vetting the back office provider once approved, and will provide the recommendations to the board by November 2023. The board will review the top recommendations and will make the final decision during the December 2023 board meeting. The plan is to have the back-office provider in place by Jan. 1, 2024. Once determined, the back-office provider will provide accounting, AP, payroll, budgeting, forecasting and long-term planning. The school will contract with a qualified CPA firm for the annual audit, as described in greater detail in section (f) below. Once hired, The Director of Operations & Culture will manage the back-office provider relationship; the CEO and board finance committee will review all financials and reports at least monthly. The back-office provider will work with the school to ensure completion and submission of all district/state required financial reporting. Empower will also vet the internal controls of the back-office provider prior to entering into a contract and ensure that the back-office provider has limited and controlled access to viewing school funds. The financial policies are also included as an attachment.

Policies and Procedures(Internal Controls):

Empower Memphis Career and College Prep will develop and adhere to financial Policies and Procedures to implement both the letter and spirit of all applicable State and Federal regulations regarding the expenditure of and accounting for public funds. The purpose of having financial policies and procedures (internal controls) is to ensure the integrity and accuracy of all financial information. Secondly, these measures are intended to provide a framework for financial responsibility and accountability, prevent fraud and errors as well as mitigate any potential risks.

Authorization of Expenditures: All purchases of goods and services shall be consistent with the Board-approved budget. These purchases shall not require Board-approved/executed contracts, with the exception of expenditures in total annual amounts greater than $10,000 on an annual fiscal year basis. All other proposed expenditures must be approved by the Lead Founder/CEO or the Director of Operations and Culture, who will review the proposed expenditure to determine whether it is consistent with the Board adopted budget and sign the check request and purchase order forms (if applicable).

Contracts

1. All professional consulting services shall be provided for under a contract.
2. Contracts for other goods and services exceeding $10,000 on an annual basis shall be presented to the Board for approval prior to signing. Length of contracts shall be at the discretion of the Board. Contracts exceeding $10,000 require a bidding process of sufficient duration to ensure competition. All requests will be posted on the school website for no more than 120 days. We will require at least 3 quotes from various vendors. The timeline sequence of events for requests for proposals are the following:
    a) RFP Issuance
    b) Proposer Questions Deadline
    c) Proposals Due by Deadline
    d) Evaluation of Proposals
    e) Vendors Selected
    f) Final three vendors selected for board approval
    g) Approval of final vendor and contract by board
3. However, the Lead Founder/CEO may make a finding to the Board for sole sourcing a contract exceeding $10,000; in this case, the Board may also approve the contract in arrears at the time of contract execution. (The basis for such a finding may include: time/urgency issues; the absence of competitors; high service/quality from a particular contractor).
4. Additional board approval is recommended in cases when scope or cost of an approved contract has materially changed (more than 20%). Bid tabulations shall be presented to the Board along with a recommendation for action by the Finance Committee. The Board reserves the right to select whichever vendor it deems most prepared to provide the required goods/ services without regard to the low bidder being the automatic selection.

B. Invoices

1. Invoices under $10,000 must be approved by one of the following authorized positions: Lead Founder/CEO, approved school leader or Director of Operations and Culture.
2. Invoices for $10,000 or more must be approved by at least two staff members which will include the Lead Founder/CEO and one of the following authorized positions: Director of Operations and Culture or Board Treasurer.

C. Accounts Payable: The school shall abide by the selected Back Office Provider accounts payable policies and procedures set forth separately.

D. Credit and Debit Card Usage: Unless otherwise specified by the Board of Directors and/or school management, the use of School debit cards shall not be allowed for any School purchase. The School has an approved combined credit card limit of $50,000. Authorized card holders include the Lead Founder/CEO, Director of Operations and Culture, and Head of Schools. Each individual card holder will have limits of 10k per card/individual. Credit card statements will be reconciled on a monthly basis. Receipts are required for all transactions.

E. Other Electronic Payments: Other electronic methods (wire, ACH, transfer between bank accounts, etc.) shall not be permitted for payment of any expenses or reimbursements in excess of $5,000 without the express written consent of the Lead Founder/CEO and Board Treasurer.

F. Employee Reimbursements: Business use of telephones or cell phones shall be reimbursed up to $50.00 per month per person . Under no circumstances shall alcohol be reimbursed. The Lead Founder/CEO must obtain a Board member's authorization on reimbursement requests payable to the Lead Founder/CEO's name.

G. Personal Use of School Funds: Use of School funds for personal use is prohibited. Violation of this policy shall result in discipline up to and including dismissal or removal, including from the Board.

BANKING

H. General Checking Account

1. The Board shall authorize the establishment of commercial bank accounts for the purposes of School operations. Funds will be deposited in non-speculative accounts including federally-insured savings and/or checking accounts and/or invested in non-speculative federally-backed instruments and/or standard money market accounts.
2. The General Checking Account shall be the primary account for School needs. Authorized signatories to this account shall be the Lead Founder/CEO, Director of Operations and Culture, and Board Treasurer. Checks above $10,000, and checks payable to an

authorized signer, must be signed by two authorized people. Authorized signers for checks above $10,000 from this account shall be the Lead Founder/CEO, Director of Operations and Culture, and Board Treasurer.

3. The General Checking Account shall be reconciled monthly by an outsourced back-office provider that does not have the ability to approve expenses or disburse funds from the account.

I. Deposits of Receipts – The School will deposit all funds received as soon as practical upon receipt. The Director of Operations and Culture will open all mail daily, immediately sort all checks and forward them to the Lead Founder/CEO. The Lead Founder/CEO or Director of Operations and Culture will immediately endorse the checks to the appropriate school bank account and prepare appropriate deposits as soon as practical.

A. Payroll

1. New Employees: Requests for new employees shall be initiated by the Lead Founder/CEO and be consistent with the approved annual personnel budget. New employees shall complete an Application for Employment and all necessary paperwork for payroll. New employees shall be fingerprinted, and TB tested consistent with State law. Fingerprint and background clearance must be received by the School before any employee may start work.

2. Employees shall accrue vacation and sick leave time based on the personnel policy of the School.

3. Timekeeping (for hourly staff)

a) The Lead Founder/CEO and Director of Operations and Culture, shall develop procedures to ensure accurate and timely preparation of timesheets for hourly employees.

b) The Director of Operations and Culture will prepare each payroll with the back office provider. Authorized timesheets shall be forwarded to the selected Back Office Provider according to the Back Office Provider policies and procedures set forth separately Payroll is then sent to the Lead Founder/CEO fo approval. The Lead Founder/CEO will review then approve each payroll. Payroll processing and payment shall take place according to Back Office Provider policies and procedures set forth separately.

B. Independent Contractors: The School shall only engage independent contractors if the following practices are followed:

1. The expense is within the approved budget or separately approved by the Board;
2. The contractor provides IRS form W-9;
3. IRS rules are followed regarding classification of staff as contractors versus employees; and
4. The work is done under contract.

C. Capitalization and Depreciation:

The School will capitalize and depreciate all assets costing $5,000 or more. All other assets are charged to expense in the year incurred.

Capitalized assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives which can range from:

- Leasehold Improvement – Lease term or 5 years, whichever is shorter
- Equipment – 3 years
- Furniture – 5 years

Repair and maintenance costs, which do not extend the useful lives of the assets, are charged to expense. The cost of assets sold or retired and related amounts of accumulated depreciation are eliminated from the asset accounts, and any resulting gain or loss is included in the earnings in the year.

D. Disposal of Surplus Property and Donations:

Surplus property shall mean property that is no longer in use, is damaged beyond repair, or that the School feels will have no future value to the School's program, and that is declared to be surplus property by the Board. If the School wishes to dispose of equipment or other surplus property, the Board shall declare the property surplus and shall direct the staff on the actual means of disposal of the property, such as sale, donation, or destruction and disposal.

If the School wishes to donate equipment or other surplus property, the Board shall declare the property surplus and authorize the donation. Requirements for potential receiving organizations shall include: (1) the receiving organization is fully independent of the School, with none of the School's Board members or key personnel involved in the receiving organization; and (2) the receiving organization shall be a non-profit or governmental entity related to education. In addition, the School shall secure a receipt from the receiving organization for the donated property and shall remove the asset from the School's books and record the donation as required by state and federal audit guidelines.

Property Acquired with Federal Grant Funds

If the property in question costs $5,000 or more at the time of acquisition and was acquired with federal grant funds, the School shall notify the federal contract administrator prior to donating or disposing of such property as provided above.

(f) Annual Audit

Empower Memphis Career and College Prep has budgeted for an annual audit of school-level operations and plans to bid this service out to qualified CPA firms. Additionally, it is anticipated that the contracted firm will file the school's annual 990. The school's back-office provider will work directly with the auditor to ensure all reports and related documents are completed accurately and submitted on time.

(g) Financials roles and responsibilities of school administration and board

Director of Operations and Culture: In addition to overseeing Empower Memphis ' daily business activities by managing resources and developing and implementing organizational plans for the school, this person will oversee and manage vendor relationships, manage grants (reporting, reimbursements, tracking offsetting expenses), manage procurement and resource allocation, work with the back-office provider to review monthly financials and present at board meetings as needed and submit coding, back-up, payroll information and financial documentation to back-office provider.

Founding Board Treasurer: In collaboration with the Lead Founder/Chief Executive Director and Director of Operations and Culture, our proposed Founding Board Treasurer will review fiscal and budget analysis and reconciliations for accuracy, support with preparation of financial reports as needed, review restricted budget and documentation for compliance and review the school's financial documentation monthly to ensure compliance with State and Federal regulations.

Lead Founder/Chief Executive Director: The Lead Founder/Chief Executive Director will support oversight, management and control of school budget, complete monthly reviews of school finances with the Director of Operations and Culture, and back-office provider and review and approve financial reports to be submitted to the board monthly.

The financial policies are included within Attachment F7.

(h) Financial Management Outsourcing

The school's administration and board will evaluate the experience, expertise and cost of potential third-party financial management and audit vendors, and they will choose the vendor(s) that best suit the needs of the school.

(i) Internal and External Financial Expertise

As stated in Section (h) above, Empower's leadership and board will evaluate all financial consultants, financial institutions, and other financially related third parties to ensure they possess sufficient experience and expertise in managing charter school finances to ensure Empower remains financially, legally, and operationally sound. All external relationships will be properly vetted through that lens.

The Founding Treasurer has over ten years of financial experience, having worked with financial institutions such as Bank of America and CBRE.

(j) Contingency Planning

While creating a budget, there must be an evaluation of hypothetical, yet realistic situations regarding what the school would do should certain revenues not materialize, expenses run higher than the current budget projections, or the cash flow runs into issues. From a planning perspective, wherever possible, the school has tried to take the approach of under-estimating revenue and over-estimating expense by inflating salaries 1.5% and medical, dental, vision insurance 5% year over year, while not inflating revenues. This hedge, already built into the current budget outlook, is the first line-of-defense should there be some additional developments that worsen the financial picture.

The school will apply for CSP at the full $750K. Given that Tennessee's CSP award is a new state award, Empower Memphis Career and College Prep is confident that this amount will be available. Should the CSP grant amount materialize as a lower amount, the school still has private funding sources to launch operations successfully. The school will continue to apply for other grants, as well, as they become available. Post authorization, the school plans on continuing to establish rapport with local and national philanthropic funders who have historically aided other charters to strengthen its budget outlook.

Empower Memphis Career and College Prep has budgeted to rent a facility in the first several years of operation vs. purchase as a more prudent approach. The school also budgeted $120K total for pre-opening tenant improvements should they be needed in

addition to seeking to structure an operating lease that will include the landlord covering most if not all of the cost of tenant improvements. Should the school need an additional facility contingency plan, it will pursue a lease with a church or a former school building. It is assumed that it can grow into a facility and pay rent on an "as utilized" basis within reason. The school has budgeted to pay for 10,000 sq ft through Year 2 and the full 22,000 sq ft starting in Year 3 even though that total square footage won't be needed until Year 5. This was to make sure there was a feasible plan for the timing of tenant improvement. Multiple phases is the more economical approach. This notion has been successfully implemented in several existing charter schools and is the ideal method through which the school would execute its facility plan. The funds allocated for renovating will get reallocated to the cost of a lease or other operating costs, if needed.

Empower Memphis Career and College Prep's staffing plan is also subject to modification should the need arise. Many currently budgeted support positions are ideal to have but not necessary to successfully operate the school's model, especially in the first few years. In the event of unforeseen financial obstacles, the school is prepared to adjust the staffing plan to the extent required to remain financially healthy. These adjustments could include a combination of consolidating non-instructional positions, postponing hiring specific support roles, reducing the per-FTE performance bonus amount, and/or reducing administrative salaries.

This budget is a feasibility analysis based on the program and school design being proposed, but not necessarily the final operating budget; the budget will continue to undergo many revisions post authorization and into the next year. The planning year budget might have to be tailored to align with the available startup resources or be reduced to generate a larger carryover into Year 1. Certain materials and furniture purchases might have to be delayed, or service contracts might have to be renegotiated for a reduced scope.

In summary, Empower Memphis Career and College Prep's budget has several lines of defense built in to be able to navigate any unforeseen obstacles. The school is committed to having positive operating incomes and a healthy fund balance with sufficient operating levels of days cash on hand all five years, and that commitment is what will drive budget decisions and revisions to address any potential shortfalls. In addition to pursuing a line of credit, both management and governance will pursue all avenues of cash flow financing, including but not limited to, vendor credit, credit cards,

and any options available that can improve cash in order to have mitigation plans in place, if needed.

From an enrollment standpoint, the school will plan to enroll 100 students total in Year 1, with 50 for Kindergarten, 25 for 1st grade, and 25 for 2nd grade. Empower believes this to be a reasonable goal and comparable to the starting enrollment of many existing Memphis-area charter schools. Kindergarten generally sees the highest demand for entering students and Empower Memphis Career and College Prep is confident it can fill 1 entire class in both 1st and 2nd grades with families who are drawn to Empower Memphis Career and College Prep's innovative model. Enrollment is especially important as enrollment drives revenue and budget sustainability. The budget is based on 97% ADM, which equates to approximately 97 students total in Year 1 to fund the budget.

From a facility standpoint, the school will explore other options to ensure that if option 1 (renting and paying upfit renovation costs) or option 2 (leasing space from a church), including the option to lease modular buildings or looking at other commercial spaces. All options have been successfully executed by other charters.

(k) Year 1 Cash Flow Contingency

Projected monthly cash flow for the planning year and first operational year are included in the attached budget. Revenue and expenses have been aligned to their typical schedules of distribution. Cash remains positive throughout this period, but if the school's cash position becomes strained, measures are available to mitigate the overall impact. These include common strategies utilized successfully by existing Tennessee charter schools. Several are outlined below:

- Manage the outflow of payables and/or delay their timing
- Establish a line of credit with a financial institution. Schools have been able to secure lines of credit in excess of $150,000 before entering their first year of operation, and several area banks and national lenders have experience lending to new charter schools.
- Purchase services and equipment from vendors who provide extended payment terms, and negotiate those terms as needed.
- Secure short-term private loans from philanthropic individuals and foundations.

(l) Students with Special Needs

The school will be able to accommodate additional high-needs students should that become necessary. The new state funding formula, TISA, provides additional funding based on the unique makeup of each school's student body. Empower Memphis Career and College Prep has conservatively budgeted to receive additional special education funding (based on statutory Unique Learning Needs, or ULN) for only 10% of the total student body, and moreover, has only included mid-level needs in the budget. The school has not assumed it will enroll students who fall into ULN categories 7-10, the highest-need categories. If those students enroll, the school will receive additional revenue not already budgeted in the TISA Weights funding category.

Additionally, the school's staffing model addresses this contingency. Empower Memphis Career and College Prep plans to employ one special education teacher beginning in Year 1. A counselor, one kindergarten assistant, and one academic success coach are budgeted in the first operational year to help support student needs, including those who have IEPs and 504s. Finally, the school plans to contract with a special education provider for additional services as well as a nurse to provide health-related services to students who need it.

build. excel. sustain.

January 31, 2023

Empower Memphis Career and College Prep
Ms. Muna Olaniyi
4731 Ravencrest Cove North
Bartlett, TN 38135

Dear Ms. Olaniyi:

Thank you for submitting an application to BES for startup funding. After careful review of your application, **we are pleased to inform you that BES is awarding Empower Memphis Career and College Prep a grant in the amount of $100,000**, contingent on the signing of the grant agreement and authorization of the school, to be used as startup funding during the school's planning year (2023-24).

For the current fiscal year, BES has a total of $500,000 to be awarded as startup funding to BES Fellows, making funds extremely limited. This decision was made after carefully considering each applicant's access to other funding sources and current financial need, among other factors shared as part of the application process. Congratulations!

This award is contingent upon the signing of the forthcoming Grant Agreement, as well as completion of all milestones.

We are excited to be able to support the great work you are leading and look forward to continuing to work alongside you through Follow On Support in the coming years. Please let us know if you have any questions.

Sincerely,

Aasimah Navlakhi
CEO

CHECKLIST
For Category 1 Applicant

☒ General Information	☒ 1.12	☒ Attachment A
☒ Assurances	☒ 2.1	☐ Attachment B
☒ Executive Summary	☒ 2.2	☒ Attachment C
☒ 1.1	☒ 2.3	☐ Attachment D
☒ 1.2	☒ 2.4	☒ Attachment E
☒ 1.3	☐ 2.5	☒ Attachment F
☒ 1.4	☒ 2.6	☒ Attachment G
☐ 1.5 (if applicable)	☒ 2.7	☒ Attachment H
☐ 1.6 (if applicable)	☒ 2.8	☒ Attachment I
☒ 1.7	☒ 2.9	☒ Attachment J
☒ 1.8	☐ 2.10 (if applicable)	☐ Attachment K (if applicable)
☒ 1.9	☒ 2.11	☒ Attachment N
☒ 1.10	☒ 3.1	☒ Attachment O
☒ 1.11	☒ 3.2	